



Special Meeting - Board Workshop Agenda
Thursday, October 29, 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 October 23, 2026, at 1:10 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**
 - A. Consider Approval of Minutes of Regular and Called Board Meetings 3
4. **STUDENT LEARNING**
 - A. Discussion and Consider Approval of the 2026-27 Campus Improvement Plans and Targeted Improvement Plans for Bagdad, Camacho, and Knowles Elementary Schools 11
5. **OPERATIONS**
 - A. Discussion of MoakCasey: 2027-2031 LISD Strategic Planning 25
 - B. Discussion of the Annual Demographic Report: Population & Survey Analyst (PASA) 62
6. **CLOSED SESSION**
 - A. Texas Government Code 551.071: consultation with attorney regarding, pending or contemplated litigation, and/or attorney client privileged matter
 - B. Texas Government Code 551.074: 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

7. BOARD MEETING DEBRIEF

8. 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, October 29, 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., Superintendent of Schools
Attachments: 10-15-26 Regular Board Meeting Minutes DRAFT

Background Information:

Board Meeting minutes are attached for your review.

Alignment to Board Goals & Superintendent Guardrails:

Supports effective governance, transparency, and accountability by ensuring an accurate record of Board actions and decisions.

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 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, October 15, 2026, beginning at 6:16 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, Paul Gauthier (arrived at 6:17 pm), Gloria Gonzales-Dholakia (arrived at 6:36 pm), 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: Wiley Middle School - Mathematical Thinkers

4. **CITIZEN COMMENTS**

Three citizens addressed the Board of Trustees.

5. **CONSENT AGENDA**

- A. Consider Approval of Library Resources
- B. Consider Approval of Minutes of Regular and Called Board Meetings
- C. Consider Adoption of Local Policies FFAC, FFB, FFF, and FO
- D. Consider Approval of Remote Homebound Waiver

I move the Board approve the Consent Agenda items as presented. This motion, made by Dr. Laura Marques 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.

6. **SUPERINTENDENT'S REPORT**

- A. Empowered Student Learning
- B. Empowered Staff Learning
- C. Safe and Innovative Learning Environments

7. **DISCUSSION/ ACTION ITEMS**

A. STUDENT LEARNING

1. Discussion of Global Languages & Cultures Annual Update
2. Discussion of Board Goal Report Interim Goal 1-3 (Mathematics)
3. Discussion and Consider Approval of the 2026-27 District Improvement Plan, Campus Improvement Plans, and Local Improvement Plans Objectives

I move that the Board of Trustees approve the Objectives included in the 2026-27 District Improvement Plan, Campus Improvement Plans, and Local Improvement Plans as presented. 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. Discussion of Board Learning from Campus Visits
2. Annual Announcement Regarding Continuing Education of Board Members

Under [State Board of Education Rule](#), completing required continuing education each year of service is a basic obligation and expectation of any sitting board member. The 2026 annual announcement regarding continuing education of Board Members, attached, was made by the Presiding Officer. Six Board Members have completed or exceeded all required training. Board Member Paul Gauthier is deficient in completing the required training.

3. Consider Approval of the Completion of the September 30, 2025, Resolution Regarding Sustainability and Long-Range Planning for Leander ISD

This item was not discussed during the meeting.

C. OPERATIONS

1. 2025-2026 and 2026-2027 Budget Updates
2. Consider Approval of Fiscal Year (FY) 27 Budget Amendment - #3

I move the Board of Trustees approve FY27 Budget Amendment - #3 as presented. 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.

3. Consider Approval to Purchase Attendance Credit and Delegation of Authority to Obligate the District

I move the Board of Trustees approve the Agreement for the Purchase of Attendance Credit for the 2026-2027 school year, and further move that the Board delegate contractual authority to obligate the school district under Texas Education Code (TEC) §11.1511(c)(4) to the superintendent, solely for the purpose of obligating the district under TEC, §48.257 and TEC, Chapter 49, Subchapters A and D, and the rules adopted by the commissioner of education as authorized under TEC, 49.006. This includes approval of the Agreement for the Purchase of Attendance Credit or the Agreement for the Purchase of Attendance Credit (Netting Chapter 48 Funding). This motion, made by

Sade Fashokun 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.

8. CLOSED SESSION

- A. Texas Government Code 551.071: consultation with attorney regarding pending or contemplated litigation, and/or attorney client privileged matter
- B. Texas Government Code 551.074: personnel - deliberation regarding resignations, terminations, employment, reassignments, duties, and evaluation of personnel and public officers
- C. Texas Government Code 551.0821: deliberation regarding matters whereby personally identifiable information regarding one or more students will be disclosed
- D. Texas Government Code 551.089: discussion of district-wide intruder detection audit report findings
- E. Texas Government Code 551.074: Superintendent Formative Evaluation

9. BOARD MEETING DEBRIEF

10. ADJOURNMENT

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

Time: 12:04 AM on Friday, October 16, 2026.

These minutes were read and approved by the Board of Trustees on the 29th day of October 2026.

President

Secretary

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



2026 Annual Report on Continuing Education of Board Members

Under [State Board of Education Rule](#), completing required continuing education each year of service is a basic obligation and expectation of any sitting board member.

To the extent applicable to each board member, the Board President or Presiding Officer is required to annually report the name of each board member who:

- Has completed the required continuing education;
- Has exceeded the required continuing education; and
- Is deficient in meeting the required continuing education.

Whether a board member has completed, exceeded, or is deficient is measured from the anniversary of the date of each board member's election or appointment to the board or two-year anniversary of his or her previous training, as applicable. Meaning of Deficient: The Texas Association of School Boards (TASB) interprets deficient to mean that the board member has failed to complete the required continuing education in the time period provided for by law.

Per [Texas Education Code § 11.159 — Member Training and Orientation](#), the minutes of the last regular meeting of the board of trustees held before an election of trustees must reflect whether each trustee has met or is deficient in meeting the training required for the trustee as of the first anniversary of the date of the trustee's election or appointment. If the minutes reflect that a trustee is deficient, the district shall post the minutes on the district's Internet website within 10 business days of the meeting and maintain the posting until the trustee meets the requirements.

There are nine training areas for board member continuing education:

1. Local District Orientation (new members)
2. Orientation to the Texas Education Code (new members)
3. Post-Legislative Update to the Texas Education Code (after regular legislative sessions and special sessions related to education)
4. Team Building (annually with entire board and superintendent)
5. Additional Continuing Education (10 hours first year, 5 hours subsequent years)
6. Evaluating Student Academic Performance and Setting Goals (every two years)
7. Identifying and Reporting Abuse, Trafficking, and Other Maltreatment of Children (every two years)
8. School Safety (every two years)
9. Parental Rights (annually)

- **Local District Orientation**

The following first-year board member has completed the local district orientation training:

- Laura Marques

- **Orientation to the Texas Education Code**

The following first-year board member has completed the Orientation to the Texas Education Code training:

- Laura Marques

- **Post-Legislative Update to the Texas Education Code**

- No board members were required to complete Post-Legislative Update to the Texas Education Code training for the time period covered by this announcement.

- **Team Building Session**

The entire board and the Superintendent must participate in the annual team-building Session. The following board members have completed the annual team-building training:

- Anna Smith
- Sade Fashokun
- Nekosi Nelson
- Trish Bode
- Gloria Gonzales-Dholakia
- Laura Marques

The following board member is deficient in meeting the required annual team-building training:

- Paul Gauthier

- **Additional Continuing Education**

New board members must complete 10 hours of continuing education during their first year of service, while returning Board members must complete five hours annually in subsequent years. The following board members have completed the additional continuing education requirements:

- Anna Smith
- Sade Fashokun
- Nekosi Nelson
- Trish Bode
- Gloria Gonzales-Dholakia

- Laura Marques

The following board member is deficient in meeting the additional continuing education requirements:

- Paul Gauthier

- **Evaluating Student Academic Performance and Setting Goals**

The following board members have completed the biennial training on evaluating student academic performance and setting goals:

- Anna Smith
- Sade Fashokun
- Nekosi Nelson
- Trish Bode
- Gloria Gonzales-Dholakia
- Laura Marques

The following board member is deficient in meeting the required biennial training on evaluating student academic performance and setting goals:

- Paul Gauthier

- **Identifying and Reporting Abuse, Trafficking, and Other Maltreatment of Children**

The following board members have completed the biennial training on identifying and reporting abuse and trafficking:

- Anna Smith
- Sade Fashokun
- Nekosi Nelson
- Trish Bode
- Gloria Gonzales-Dholakia
- Laura Marques

The following board member is deficient in meeting the required biennial training on identifying and reporting abuse and trafficking:

- Paul Gauthier

- **School Safety**

The following board members have completed the biennial training on school safety:

- Anna Smith
- Sade Fashokun

- Nekosi Nelson
- Trish Bode
- Gloria Gonzales-Dholakia
- Laura Marques

The following board members are deficient in meeting the required biennial training on school safety:

- Paul Gauthier

- **Parental Rights**

The following board members have completed the annual training on parental rights:

- Anna Smith
- Sade Fashokun
- Nekosi Nelson
- Trish Bode
- Gloria Gonzales-Dholakia
- Laura Marques

The following board member is deficient in meeting the required annual training on parental rights:

- Paul Gauthier

- **Exceeding Required Continuing Education**

Board Member Anna Smith exceeded the required five hours of continuing education for experienced Board Members training by 14.25 additional hours.

Board Member Sade Fashokun exceeded the required five hours of continuing education for experienced Board Members training by 6.0 additional hours.

Board Member Trish Bode exceeded the required five hours of continuing education for experienced Board Members training by 2.0 additional hours.

Board Member Laura Marques exceeded the required ten hours of continuing education for new Board Members training by 21.0 additional hours.

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 29, 2026

Agenda Item:	Discussion and Consider Approval of the 2026–27 Campus Improvement Plans and Targeted Improvement Plans for Bagdad, Camacho, and Knowles Elementary Schools
Purpose:	☐ Discussion Item/Report Only ☒ Action Requested
Administrator Responsible:	Terri D. Osborne, Ed.D., Area Superintendent
Attachments:	2026–27 Campus Improvement Plans and Targeted Improvement Plans for Bagdad, Camacho, and Knowles Elementary Schools Presentation

Background Information:

The Campus Improvement Plans (CIPs) for [Bagdad](#), [Camacho](#), and [Knowles](#) Elementary Schools and Targeted Improvement Plans (TIPs) for [Bagdad](#), [Camacho](#), and [Knowles](#) Elementary Schools are presented for Board review and approval. Each campus has aligned its TIP with its CIP so that the targeted improvement strategies are incorporated into the campus's broader improvement work.

The plans reflect each campus's identified needs and root causes, as well as outline strategies, implementation steps, and progress-monitoring processes intended to strengthen instruction and improve student outcomes. The plans were developed in alignment with state school-improvement requirements and district priorities.

Alignment to Board Goals & Superintendent Guardrails:

The Board's strategic goals and guardrails serve as the foundation for the District Improvement Plan (DIP). In alignment, all Campus Improvement Plans (CIPs) target academic outcomes, attendance, and Professional Learning Communities (PLCs). Together, the District, Campus, and Targeted Improvement Plans translate Board priorities into actionable, data-driven instructional practices, leveraging collaborative PLCs, high-quality instructional materials, and proactive family partnerships to accelerate student achievement in early literacy, math, and post-secondary readiness.

Administrative Recommendation:

Administration recommends that the Board of Trustees approve the 2026–27 Campus Improvement Plans and Targeted Improvement Plans for Bagdad, Camacho, and Knowles Elementary Schools as presented.

Sample Motion:

I move that the Board of Trustees approve the 2026–27 Campus Improvement Plans and Targeted Improvement Plans for Bagdad, Camacho, and Knowles Elementary Schools as presented.



October 29, 2026

Discussion and Consider Approval of the 2026–27 Campus Improvement Plans and Targeted Improvement Plans for Bagdad, Camacho, and Knowles Elementary Schools



PURPOSE

To provide an overview of the Targeted Improvement Plans (TIPs) requirements and development process for Bagdad, Camacho, and Knowles Elementary Schools, highlight the strengthened instructional improvement systems established through this work, and seek Board approval of the 2026–27 Campus Improvement Plans (CIPs) and Targeted Improvement Plans.



Guiding Questions

01 — ALIGNMENT

Do the Campus Improvement Plans and Targeted Improvement Plans provide sufficient evidence that district and campus objectives are aligned to Board-adopted goals?

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02 — IMPACT

If the campus is successful in meeting their objectives, does that support progress toward the Board-adopted goals?



Why Targeted Improvement Plan?

Three campuses have been identified for intensive improvement as a result of 2025-2026 State and Federal accountability outcomes:

BAGDAD

ELEMENTARY

A-F Accountability Overall Rating

Additional Targeted Support:
Hispanic, Emergent Bilingual &
Continuously Enrolled students

CAMACHO

ELEMENTARY

A-F Accountability Overall Rating

Additional Targeted Support:
Economically Disadvantaged &
Special Education students

KNOWLES

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ELEMENTARY

Comprehensive Support &
Improvement: Emergent
Bilingual students



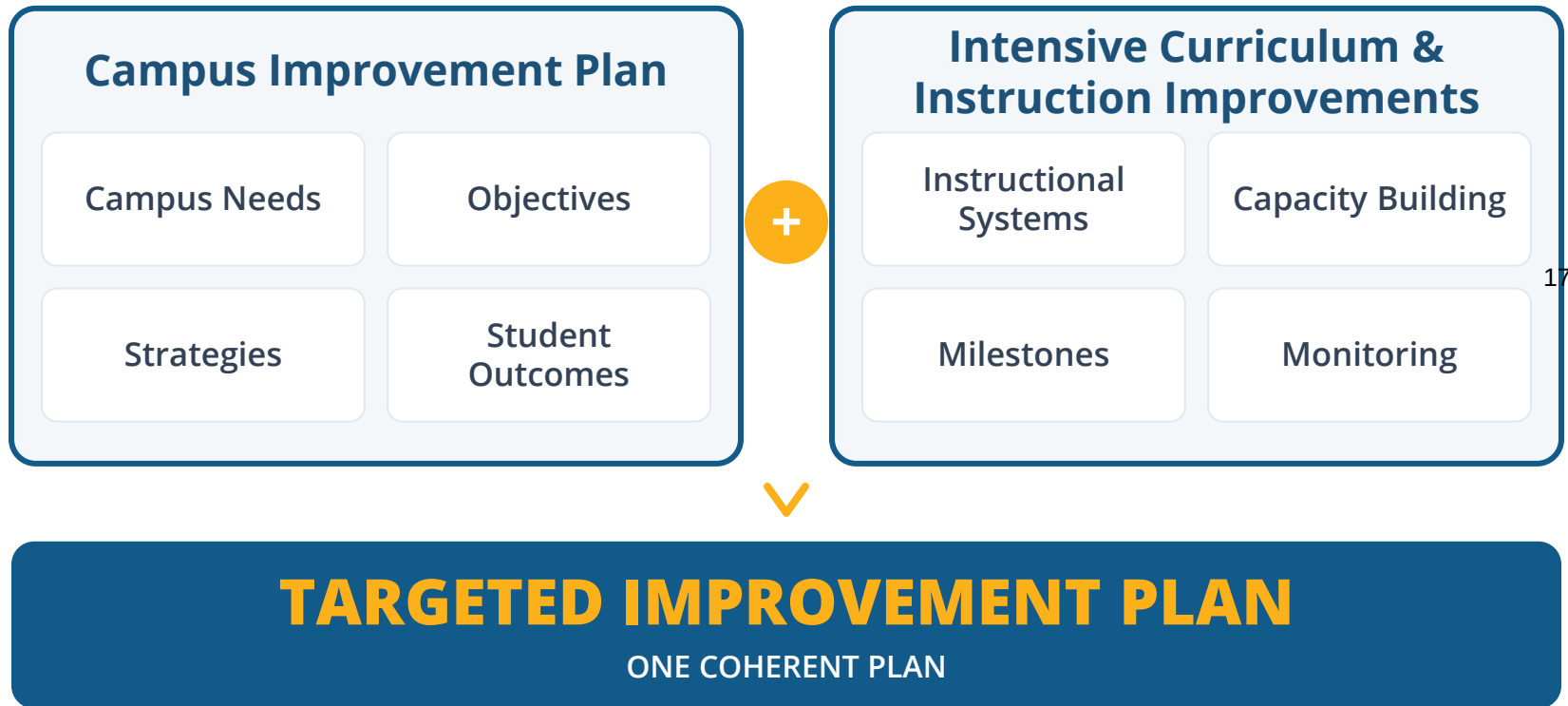
One Coherent Improvement System



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What is a Targeted Improvement Plan?





Our TIP Development Process

THREE FACILITATED WORKSHOPS → ONE COHERENT IMPROVEMENT PLAN

01

STRENGTHEN THE COMPREHENSIVE NEEDS ASSESSMENT

Student data, opportunity
statements and root causes



02

ELEVATE THE CAMPUS IMPROVEMENT PLAN

Objectives, strategies,
instructional priorities and
actions



03

DEVELOP THE TARGETED IMPROVEMENT PLAN

Translate enhanced CIP into
state framework; align
district supports

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What the TIP Must Demonstrate

01 Improvement Strategy

A coherent approach capable of improving outcomes within the one-year TIP period.

02 Instructional Systems

Curriculum, time, Professional Learning Communities (PLCs), assessment, growth monitoring, and intervention.

03 Adult Capacity

Differentiated training, coaching, observation, feedback, and support.

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04 Milestones

Eight to ten major implementation checkpoints spanning August 2026 through August 2027.

05 Performance Management

Clear ownership, evidence review, sharing, and timely course correction.

06 Student Outcomes

Ambitious and achievable goals that support movement toward a C or higher.

The state evaluates the coherence and sufficiency of the complete improvement model.



Intensive Curriculum and Instruction Improvements

01 Curriculum + Time

Consistent use of adopted materials, or transition plan to High Quality Instructional Materials

Required instructional minutes

At least 165 instructional days

02 Assessment + Growth

Timely and actionable assessment evidence

Student-level growth monitoring

Defined instructional response

03 Professional Learning Communities

At least one common 45-minute period weekly

Knowledgeable, impactful PLC facilitator

Protocol including unit & lesson internalization, rehearsal, and student-work analysis

Special education and emergent bilingual staff participation

04 Intervention + Special Populations

Defined support for below grade level students

Special education and emergent bilingual intervention

Progress monitoring and adjustment

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These requirements appear in strategies, actions, schedules, protocols, and evidence of the CIP.



Implementation, Support & Monitoring

CAMPUS LEADERSHIP

- Weekly Instructional Leadership Team (ILT) meetings
- Weekly PLCs and planning
- Classroom observation & feedback
- Student learning evidence

DISTRICT LEADERSHIP

- Weekly campus visits & support by District Coordinator of School Improvement (DCIS)
- Region 13 coaching and technical assistance
- Monthly milestone reviews and quarterly progress evaluations

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SHARED FOCUS: STUDENT LEARNING OUTCOMES



Board Consideration & Approval

REQUEST FOR BOARD APPROVAL

**Bagdad Elementary • Camacho Elementary
Knowles Elementary**

2026–27 Campus Improvement Plans
and Targeted Improvement Plans



Guiding Questions

01 — ALIGNMENT

Do the Campus Improvement Plans and Targeted Improvement Plans provide sufficient evidence that district and campus objectives are aligned to Board-adopted goals?

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02 — IMPACT

If the campus is successful in meeting their objectives, does that support progress toward the Board-adopted goals?



DISCUSSION

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 29, 2026

Agenda Item:	Discussion of MoakCasey: 2027-2031 LISD Strategic Planning
Purpose:	☒ Discussion Item/Report Only ☐ Action Requested
Administrator Responsible:	Kimberly Waltmon, Ed.D., Deputy Superintendent of Administrative Services; Greg Gibson, Ed.D., Chief Operations Officer, MoakCasey, LLC.
Attachments:	Moak Casey: 2027-2031 LISD Strategic Planning Presentation

Background Information:

Leander ISD is beginning the process of developing a five-year strategic plan to establish a shared vision and strategic priorities for the District's future. During this discussion, MoakCasey will engage the Board of Trustees in developing belief statements and conducting a strengths, weaknesses, opportunities, and threats (SWOT) analysis. This process will provide an opportunity for the Board to reflect on the District's current state, identify areas of strength and opportunities for improvement, and establish foundational beliefs to guide strategic planning. The discussion will help inform the development of a comprehensive five-year strategic plan aligned with the District's priorities and long-term goals.

Alignment to Board Goals & Superintendent Guardrails:

Strategic planning supports the [Board Goals](#) by establishing a long-term direction focused on student achievement and success. The process also reinforces the Superintendent Guardrails by ensuring future priorities, resource allocation, and district operations remain aligned with Board expectations and desired student outcomes.

Administrative Recommendation:

N/A

Sample Motion:

N/A



OCTOBER 29, 2026

Discussion of MoakCasey: 2027-2031 LISD Strategic Planning



PURPOSE

Engage the Board of Trustees in shaping the process for developing a five-year strategic plan that incorporates stakeholder input and guides Leander ISD's future priorities.

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Guiding Questions

1. Input: How will we gather feedback from key stakeholders to inform the strategic plan?
2. Engagement: How will the board be involved throughout the planning process?
3. Integration: How will feedback be used to shape and finalize the strategic plan?

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MOAKCASEY™

PROVEN LEADERS ADVANCING TEXAS SCHOOLS

**Performance-Focused Governance,
Value Driven, Data Informed:
Staying focused on the main thing.**

TEXAS TRUSTEES

Performance Focused Governance

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“It's not enough to do your best; you must know what to do, and then do your best.”

-W. Edwards Deming

Changing Times in Public Schools



Build Relationships:

- With Students
- With Parents
- With Stakeholders

The nature of our Relationship has changed:

For 150 years, public education has been thought of as the “Benevolent Autocrat”
Benevolent=For the common good
Autocrat=All authority rests here.

What Changed? Approximately 25–30 years ago, we shifted from (just) teaching to: Feeding, Taxi, Nurse, Social worker, After school sitter...etc.

Build Trust and Enhance Your Brand:

- Trust is hard to see, but the absence of it is not.
- Higher trust leads to higher engagement, and higher engagement leads to higher performance.
- Trust =Benefit of the Doubt (social media has eroded BOD).
- We wanted “Fans” in the past, we now must build “RAVING FANS.”



Changing Times...

Oh the joys of social media



- Amplifying negativity...three people feels like a thousand.
- What originally started out as a way to find friends at Harvard is now the biggest grievance board in the world.
- We have to be more proactive in creating our own narrative.
- With added responsibilities (previous slide), we now are open to added scrutiny...most social media post are not complaining about teaching and learning...they are about other things that are “added services”.
- Now CAVE people (Citizens Against Virtually Everything) have a message board 24/7.

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Changing Times...

Increased Competition

- Post Covid- Competition has never been greater.
- Expansion of Charter Schools is at an all time high.
- Voucher legislation is on the horizon.
- Parents have never felt more empowered to “pick up their toys and go to a new playground”.
- The root causes of this phenomenon are generally outside our control, but the result has a direct impact on us.
- We may not want to be in the marketing ourselves game, but we’re in it now.
- Without customers, we do not exist.

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What Hasn't Changed...The Bell Curve



- 20% Love everything we do most of the time
- 20% Hate everything we do most of the time
- 60% are generally neutral

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The lower 20% can now amplify their negativity due to social media and this makes issues appear larger than they really are to the middle 60%.

We need to work on the middle 60%.



Systems **Perspective**

Manage all components of your organization as a unified whole

Systemic

Well-ordered, repeatable, and exhibiting the use of data and information so that learning is possible, and processes can be continually improved.



Process

Linked activities with the purpose of producing a product or service for a customer (user) within or outside your organization.



“85% of the reasons of failure are deficiencies in the **system** and **processes** instead of the employees. The role of the leader is to change the process, not to badger individuals or employees to do better.”

W. Edwards Deming

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WHY A SYSTEMS APPROACH?

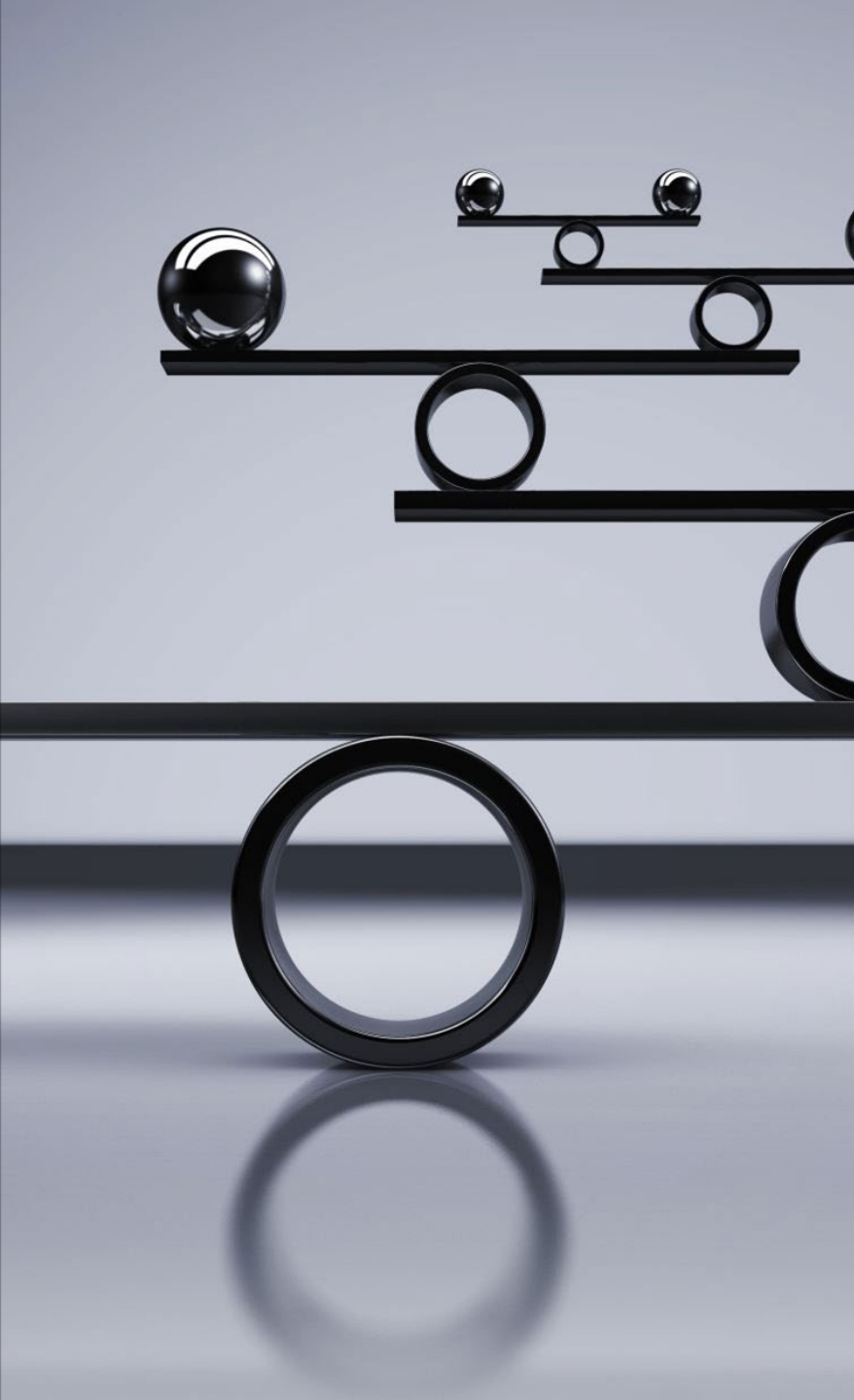
Improved Student Outcomes

Increased Staff Morale, Performance, and Retention

Increased Community Satisfaction, Involvement, and Support

Greater Return on Investment

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Begin with the End In Mind: A Balanced Approach to Strategic Direction and Performance Management – The Balanced Scorecard

- Primary Benefits
 - Anchoring strategy to Beliefs-Mission-Vision
 - Clear delineation between strategic objectives and strategic actions
 - Clarity between progress measures and outcome measures
 - Striving for balance within and between four perspectives



Begin with the End In Mind: A Balanced Approach to Strategic Direction and Performance Management – The Balanced Scorecard

- Secondary Benefits – Balanced Scorecard
 - Increasing internal communication which may assist with breaking down silos
 - Increasing external communication and building staff and community support
 - Clarifying purpose
 - Narrowing focus

ARTICULATE EXPECTED OUTCOMES IN AN ALIGNED SYSTEM

The Balanced Scorecard



Leander ISD Strategic Direction Balanced Scorecard 2027-2031

Mission:

Vision:

Values/Beliefs:

PRIORITY ONE - Students

DISTRICT STRATEGIC OBJECTIVES: (BOARD ADOPTED) WHAT we intend to do...	DISTRICT KEY STRATEGIC ACTIONS: (INPUTS – TACTICAL) (NEVER BOARD ADOPTED) HOW we will go about the work...	DISTRICT PROGRESS MEASURES: OUTPUTS – LEAD MEASURES – FORMATIVE MEASURES) (NEVER BOARD ADOPTED) MIDYEAR CHECK-INS	LONG TERM OUTCOMES: X to Y by 2029 (OUTCOME MEASURES – SUMMATIVE MEASURES – LAG MEASURES) BOARD Potential Adoption after Year One of Scorecard Implementation
1.1	1.1.1 1.1.2 1.1.3		
1.2	1.2.1 1.2.2 1.2.3		

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PRIORITY TWO - Staff

DISTRICT STRATEGIC OBJECTIVES: (BOARD ADOPTED) WHAT we intend to do...	DISTRICT KEY STRATEGIC ACTIONS: (INPUTS – TACTICAL) (NEVER BOARD ADOPTED) HOW we will go about the work...	DISTRICT PROGRESS MEASURES: OUTPUTS – LEAD MEASURES – FORMATIVE MEASURES) (NEVER BOARD ADOPTED) MIDYEAR CHECK-INS	LONG TERM OUTCOMES: X to Y by 2029 (OUTCOME MEASURES – SUMMATIVE MEASURES – LAG MEASURES) BOARD Potential Adoption after Year One of Scorecard Implementation
2.1	2.1.1 2.1.2 2.1.3		
2.2	2.2.1 2.2.2 2.2.3		

PRIORITY THREE - Community

DISTRICT STRATEGIC OBJECTIVES: (BOARD ADOPTED) WHAT we intend to do...	DISTRICT KEY STRATEGIC ACTIONS: (INPUTS – TACTICAL) (NEVER BOARD ADOPTED) HOW we will go about the work...	DISTRICT PROGRESS MEASURES: OUTPUTS – LEAD MEASURES – FORMATIVE MEASURES) (NEVER BOARD ADOPTED) MIDYEAR CHECK-INS	LONG TERM OUTCOMES: X to Y by 2029 (OUTCOME MEASURES – SUMMATIVE MEASURES – LAG MEASURES) BOARD Potential Adoption after Year One of Scorecard Implementation
3.1	3.1.1 3.1.2 3.1.3		
3.2	3.2.1 3.2.2 3.2.3		

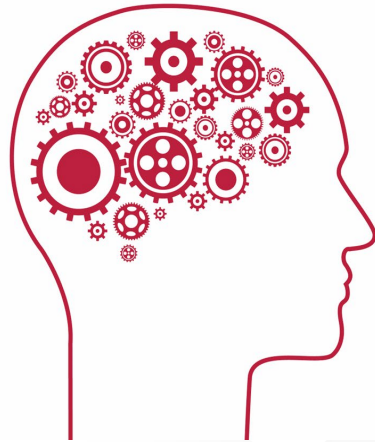
PRIORITY FOUR – Financial Integrity and Transparency

DISTRICT STRATEGIC OBJECTIVES: (BOARD ADOPTED) WHAT we intend to do...	DISTRICT KEY STRATEGIC ACTIONS: (INPUTS – TACTICAL) (NEVER BOARD ADOPTED) HOW we will go about the work...	DISTRICT PROGRESS MEASURES: OUTPUTS – LEAD MEASURES – FORMATIVE MEASURES) (NEVER BOARD ADOPTED) MIDYEAR CHECK-INS	LONG TERM OUTCOMES: X to Y by 2029 (OUTCOME MEASURES – SUMMATIVE MEASURES – LAG MEASURES) BOARD Potential Adoption after Year One of Scorecard Implementation
4.1	4.1.1 4.1.2 4.1.3		
4.2	4.2.1 4.2.2 4.2.3		

Assessing Internal Performance Capabilities

Capability and Driving Question(s)

- **Talent:** Do employees have the will and skill to deliver desired strategies?
- **Speed:** Can we move quickly to make important things happen?
- **Shared Mindset/Brand Identity:** Do we have a culture/identity that reflects what we stand for and how we work? Is it shared?
- **Accountability:** Does high performance matter to ensure execution of strategy?
- **Collaboration:** How well do we collaborate to gain efficiency/effectiveness?
- **Learning/Innovation:** How well do we generate new ideas/innovations that aligns with overarching key strategies?
- **Leadership:** What is our leadership brand, and does it provide defined autonomy?
- **Connections to Customers:** Do we form relationships with all stakeholders?
- **Strategic Unity:** Do our employees know our most important strategy components?
- **Efficiency:** Do we reduce costs by closely monitoring implementation strategy?



Mindset

Foundation/Alignment

Team Trust

- Sets the Foundation



Three Essential Roles

- Alignment, Clarity, and Efficacy



Continuous Improvement

- Plan-Do-Check-Act (PDCA)



Strategic Alignment

- Silo Busting

● Team **TRUST**

WHY: It is important to identify and respond to group self-perception of potential trust barriers. Quality work will move at the “speed of trust.” It is best to recognize potential trust barriers and underlying issues early in the process and address them accordingly.

WHAT: The **TEAM TRUST** Self-Analysis is a simple, easy to use way to quantify four critical components of institutional trust. The four components are:

Ability

- Demonstrate Competence



Believability

- Acting with Integrity



Connectedness

- Showing Care & Concern for Others



Dependability

- Maintaining Reliability

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Source: *Trust Works*, Ken Blanchard

Strategic Role



Tactical Role

Superintendent
and Leadership
Team

Sees Wide
Picture...View from
10,000 feet

Coordinates and
overlooks the component
parts of the organization

Focuses on working
directly with
internal/external
customers



Looks out 1-2 years



Provides structure at the
campus and department
level



Creates and deploys
plans that will lead to
improvement



Depending on the
situation, works ON macro
system or IN micro system

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Operational **Role**

Instructional &
Operational Leaders
& Front-line Staff

Ground Level
Picture...Day to Day

Coordinates and
overlooks the component
parts of the organization

Focuses primarily on the
students and parents



Looks days or weeks
out...sometimes looking at
full year during planning
sessions⁴⁵

Provides structure at
classroom level

Refines and adjusts
plans so that
improvement will result

Works IN micro system



Deeper Dive into Strategic Role Specific to School Trustees...What it Is and Is Not

Delegate/Representative:

- Elected by the public
- Common on Western Democracies
- Delegates are elected to express the will of their constituents
- Limited autonomy and independent thought
- The voice of those present

Trustee:

- Elected by the public
- Usually limited to schools, pension, managers, charities, trust funds, etc.
- Have autonomy to act as they see fit
- Informed by knowledge and experience to serve the interest of others
- Critical thinker and decision maker

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● Strategic Questions

WHY: Staying in the Strategic role is challenging...especially when we have some experience in the Tactical role

WHAT: Utilizing Strategic Questions helps Strategic role members better perform “oversight of management”

We should all ask questions



We need to keep strategic conversations strategic



We can inadvertently create tension by jumping roles



Thinking strategically is hard...that's why we jump to tactical

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Appropriate Strategic Questions



Stage 1

Reacting to Problems

Stage 2

Early Systemic Approaches

Stage 3

Aligned Approaches

Stage 4

Integrated Approaches

Process: Comparing our results to similarly situated districts

1. HOW do we select and EFFECTIVELY use comparative data and information?
2. HOW do we select and EFFECTIVELY use KEY comparative data and information to support operational decision-making?
3. HOW do we ensure that data from similarly situated districts does not automatically provide a final solution or new process without first analyzing our own needs?

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Process: Two-way communication with customers and staff

1. HOW do we listen to, interact with, and observe students and other customers to obtain actionable information?
2. HOW do we maintain continual feedback from stakeholders?
3. HOW do we facilitate anonymous feedback/reporting from stakeholders?

Process: Listening to faculty/staff regarding safety and security needs

1. HOW do we solicit input for workplace health, security, and accessibility for the WORKFORCE?
2. HOW do we EMPOWER our WORKFORCE to report and suggest improvement for safety and security?

Top Ten Strong Strategic Questions:

1. Are our Strategic Objectives well understood at the operational level? How do we know?
2. How do we know this is aligned to our customers' needs?
3. Are we maintaining our strategic focus or are we off track?
4. What improvement need might arise from this data?
5. What does this data seem to tell us? Not tell us?
6. Is this the best measure for success?
7. Is our target set too high? Too low?
8. What else (do we need to know), (do you need in order to be successful), (have we not thought of)?
9. What is the best way for the Board to help?
10. How do we quantify progress in this area? How does it trend? How does it compare?

- 1. Boards Should Focus on Asking Strategic Questions**
- 2. All Tactical or Operational Questions Go In the Clear Communication Matrix (see Continuous Improvement Model).**

3 Essential Roles

Continuous Improvement Model

Everyone in the system has a role, but everyone is not in every role.

Plan

- Key strategic actions
- Key work & key support plans
- Tactical Role gathers feedback from Strategic and Operational Roles

Do

- Execution of key strategic actions
- Tactical and Operational Roles



Act

- Tactical Role adjusts key strategic actions as appropriate
- Adjustments reported to Strategic and Operational Roles

Check

- Outputs/interim measures
- Tactical Role reports to Strategic/Operational Roles and Community Advisory Committee

Strategic Alignment of Systems

STAGE 1

- Reacting to Problems

STAGE 2

- Early Systematic Approaches

STAGE 3

- Aligned Approaches

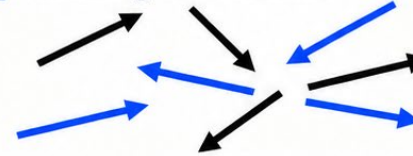
STAGE 4

- Integrated Approaches

Aligning Sub-Systems In A Continuous Improvement Environment:

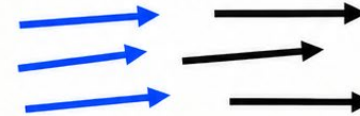
Steps toward Mature Process

STAGE 1: Reacting to Problems



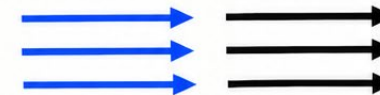
Work is characterized by activities rather than by processes, and they are largely responsive to immediate needs or problems. Goals are poorly defined.

STAGE 2: Early Systematic Approaches



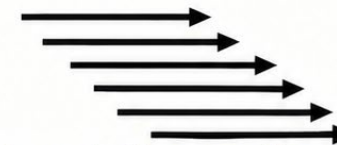
The organization is beginning to carry out repeatable processes, evaluation, and improvement, and there is some early coordination among organizational units. Strategy and quantitative goals are being defined.

STAGE 3: Aligned Approaches



Processes are characterized by repeatable steps that are regularly evaluated for improvement. Learnings are shared, and there is coordination among organizational units. Processes address key strategies and goals.

STAGE 4: Integrated Approaches



Processes are characterized by repeatable steps that are regularly evaluated for change and improvement in collaboration with other affected units. The organization seeks and achieves efficiencies across units through analysis, innovation, and the sharing of information and knowledge. Processes and measures track progress on key strategic and sustainable goals.

Typical Board Engagement Modes

Passive-Allows Tactical Team near total autonomy in decision-making.

Mentor-Allows Tactical Team substantial authority on decisions but like to discuss options early on.

Partner-Similar to mentor but the Board stays actively engaged all the way through formal approval.

Control-Board retains almost total decision-making authority.

CHECKLIST FOR WHY INDIVIDUAL BOARD MEMBERS MAY LEAVE THE STRATEGIC ROLE



01

Personal Experience

They take what they know from their own work experience and assume it will apply to the district.

02

Wrong Issue

They try to solve a tactical or operational problem based on personal experience.

03

It is Easier

It is less stressful or strenuous to dabble in tactics than to think strategically.

04

It is Quicker

They believe their direct guidance of tactics creates expediency and efficiency.

05

Questioning Gap

They don't know what strategic questions to ask.

SIGNS THE BOARD (OR INDIVIDUAL BOARD MEMBER) HAS LEFT THE STRATEGIC ROLE



Doing own research instead of relying on Tactical Role for information.



Either dominating the discussion or not participating in the discussion.



Inability to detach from a Board decision or openly not supporting final decision of Board.



Not following existing guidelines/norms/operating procedures.



Strategic Support for Tactical Role, Tactical Support for Strategic Role

How Does Board Support Admin Team?	How Does Admin Team Support Board?	Why Is This Important?

FOUR QUADRANTS OF STRATEGIC TEAM INTERSECTION



	URGENT ITEMS	NON-URGENT ITEMS
MOST IMPORTANT ITEMS FOR STRATEGIC TEAM	-Deadline driven Board Actions DO IT	-Oversight of Tactical execution of Board Objectives CALENDAR IT
LESS IMPORTANT ITEMS FOR STRATEGIC TEAM	-Concerns/Feedback for Tactical/Operational Roles PROCESS FOR MONITORING	-Social Media Venting -One off comments MONITOR IT OR IGNORE IT

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Self Assessment – Staying Strategic

STRATEGICAL	When we are in a Board meeting, what % of discussion time is for each item?	What is the total time that I spend on each item?
• Big Picture...50,000 foot view. • Overlooks the entire system and sees how the parts relate to the whole. • Focuses on representing the community’s needs and interests. • Looks to the long term...usually 3-5 years. • Provides overall structure for district-wide goals. • Sets clear targets for overall goals.		58
TACTICAL		
• Sees the wide picture...10,000 foot view. • Coordinates the component parts of the organization. • Overlooks the schools and departments. • Focuses on working directly with internal/external “customers” (staff, students, parents). • Looks out 1-2 years. • Provides structure at the campus and department level. • Creates and deploys plans that will lead to improvement.		
OPERATIONAL		
• Focuses on the ground level picture...what is happening day to day. • Coordinates a specific part of the organization. • Overlooks a classroom, department or teaching team. • Focuses primarily on the students and parents. • Looks days or weeks out...sometimes looking at the full year during planning sessions. • Provides structure at the classroom level. • Refines and adjusts plans so that improvement will result.		

PERFORMANCE MANAGEMENT CALENDAR

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Month	Community Advisory Committee	Staff Advisory Committee	Monthly Quick Reports	Strategic Roundtables-3x Annual	Boardwalks/ Rounding	Team Trust and Good Governance Check-ins
Aug						
Sept						
Oct						
Nov						
Dec						
Jan						
Feb						
March						
April						
May						
June						
July						



Guiding Questions

1. Input: How will we gather feedback from key stakeholders to inform the strategic plan?
2. Engagement: How will the board be involved throughout the planning process?
3. Integration: How will feedback be used to shape and finalize the strategic plan?

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DISCUSSION

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Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 29, 2026

Agenda Item:	Discussion of the Annual Demographic Report: Population & Survey Analyst (PASA)
Purpose:	☒ Discussion Item/Report Only ☐ Action Requested
Administrator Responsible:	Jeremy Trimble, M.Arch, Chief Operations Officer; Stacey Tepera, Ph.D., President of PASA; Caroline Couch, M.U.P., B.S., PASA Demographer; Tiffanie Thomas-Rodgers, PASA Director of Operations & Business Development
Attachments:	PASA Annual Demographic Report Presentation

Background Information:

Dr. Stacey Tepera, Caroline Couch, and Tiffanie Thomas-Rodgers of Population & Survey Analysts (PASA) will present the 2026 Annual Demographic Report. This annual update provides the Board with the latest enrollment trends, housing and development patterns, and projections showing how student populations are shifting across the district.

Alignment to Board Goals & Superintendent Guardrails:

The 2026 Annual Demographic Report supports the [Board Goals and Superintendent Guardrails](#) by providing current enrollment trends, housing and development patterns, and student population projections. This information helps the District anticipate changes in student enrollment, evaluate facility capacity and staffing needs, and align resources with the geographic distribution of students. The report strengthens data-informed decision-making, supports responsible fiscal stewardship, and helps ensure the District is positioned to meet current and future student needs.

Administrative Recommendation:

N/A

Sample Motion:

N/A



October 29, 2026

Discussion of the Annual Demographic Report - Population & Survey Analyst (PASA)



Purpose

To provide the Board with an annual update regarding the latest enrollment trends, housing and development patterns, and projections showing how student populations are shifting across Leander ISD.

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GUIDING QUESTIONS

- What clarity do PASA's demographic projections provide regarding LISD's future enrollment trends and long-term planning considerations?
- How should these insights inform the Board's long-term priorities and future decision-making?

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Leander ISD

Demographic Study

Fall 2026

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Presenters:
Dr. Stacey Tepera, President
Caroline Couch, Demographer

303 Anderson Street
College Station, TX 77840
www.pasatx.com



Specialized expertise in enrollment forecasting, research, and demographic analysis, producing ten-year projections and scenario-based planning insights.

Our Collaborative Approach



Expert demographers delivering housing and market-driven insights to inform locally grounded enrollment projections.

Expert geospatial specialists delivering precise, location-based insights to support enrollment projections and long-range planning.



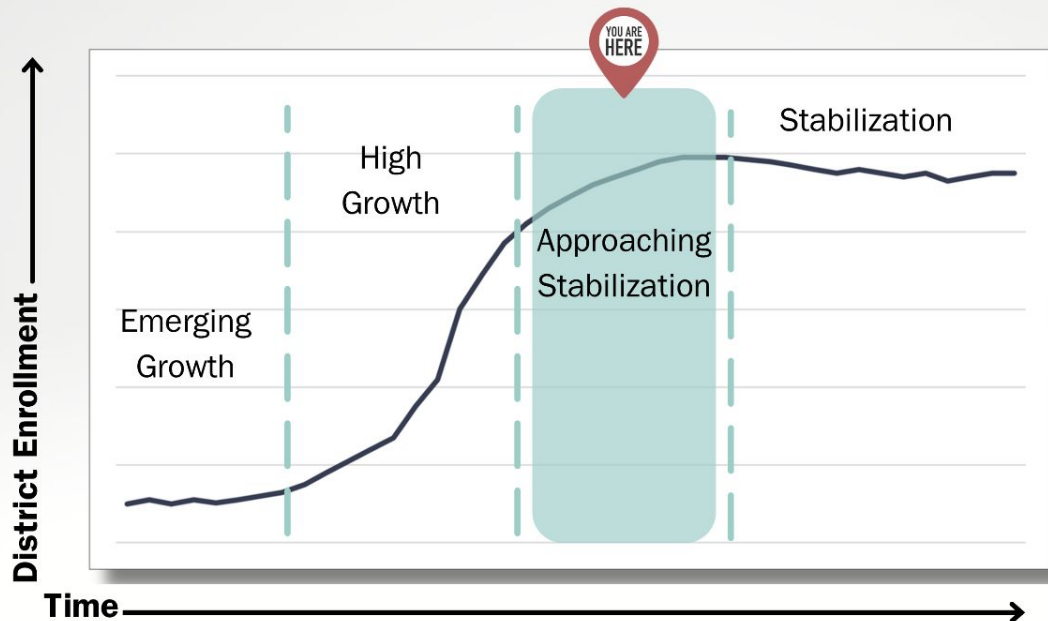
Our Commitment

We are committed to partnering with our clients to understand the implications of enrollment growth and decline so that we, *together*, can plan effectively for the future.



Former educators and school administrators, skilled in delivering coordinated, accurate, and timely outputs to support demographic studies and planning services.

The Demographic Lifecycle



→ Emerging Growth

- Overall, steady enrollment growth
- Potential for development
- Districts assess implications of anticipated enrollment growth

↗ High Growth

- Overall, enrollment growth
- Development expansion
- Districts assess possible capacity constraints and resources due to growth

→ Approaching Stabilization

- A mix of growing, stable, and declining enrollment across different areas
- Less available land for development
- Districts assess varying needs due to uneven districtwide enrollment trends

→ Stabilization

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- Enrollment plateaus and declines in various areas
- Almost completely built out
- Districts assess varying needs due to uneven districtwide enrollment trends

Demographic Study Components



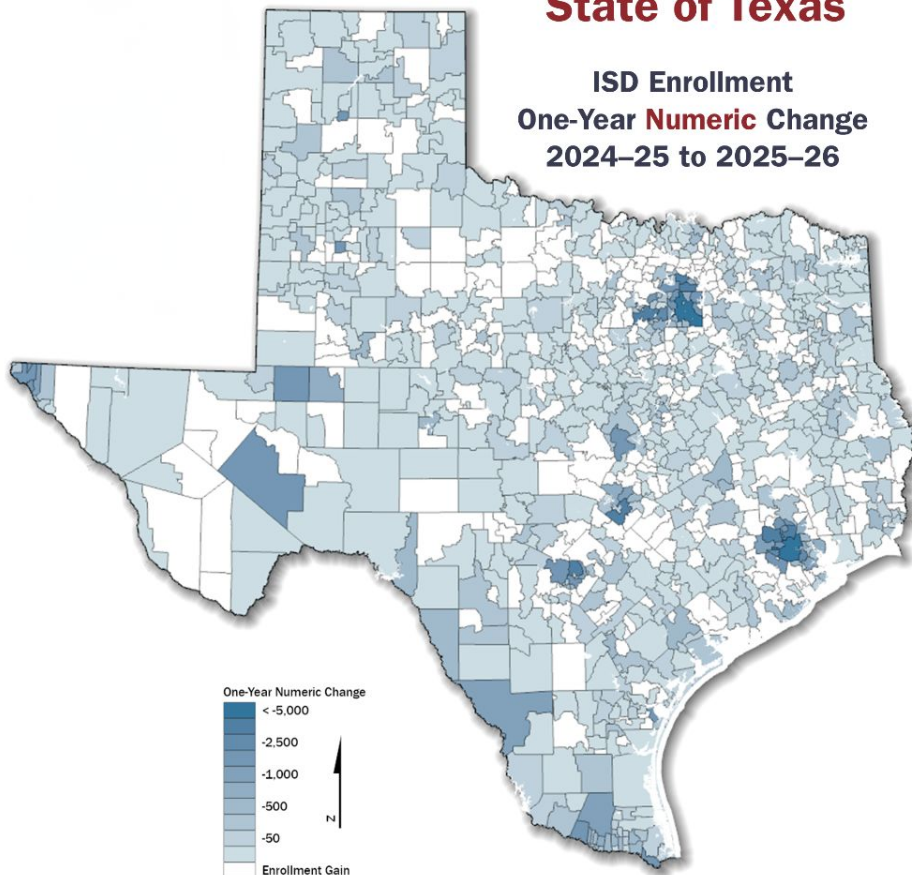
69



Historical Enrollment Trends

State of Texas

ISD Enrollment One-Year **Numeric** Change 2024-25 to 2025-26

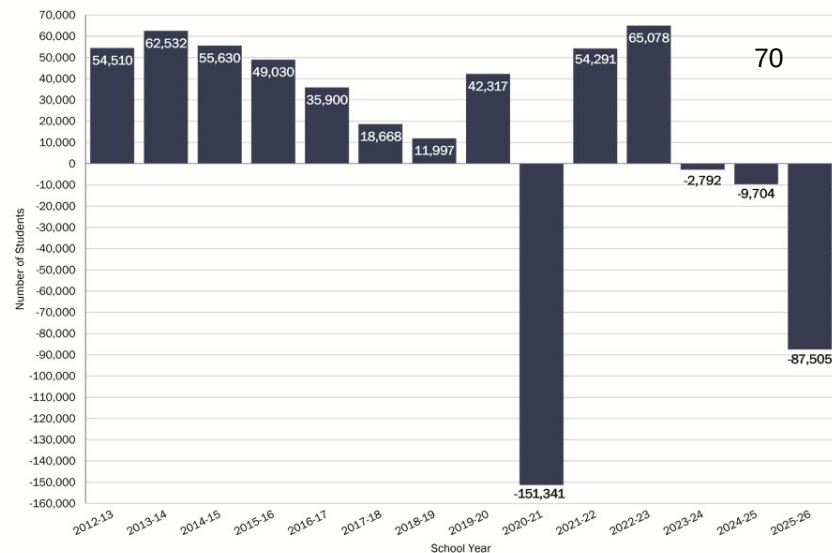


ISD Enrollment Change 2024-25 to 2025-26

Increased	Change	Decreased
Number of ISDs where enrollment increased		Number of ISDs where enrollment decreased
0	>3,000	5
4	2,000 - 2,999	7
3	1,000 - 1,999	22
13	500 - 999	20
27	200 - 499	41
20	100 - 199	59
271	<100	514
338	TOTAL Districts	668
37,388	TOTAL Students	-124,964
Enrollment in 11 districts stayed the same		

ISD Enrollment decreased by approximately 87,000 students between 2024-25 and 2025-26, the single largest decrease since 2020-21, the pandemic year.

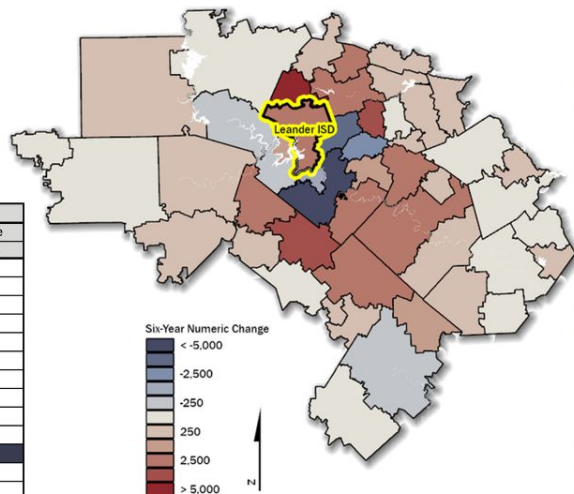
ISD Historical Enrollment Change 2011-12 to 2025-26



Historical Enrollment Trends

Education Service Center (ESC) Region 13

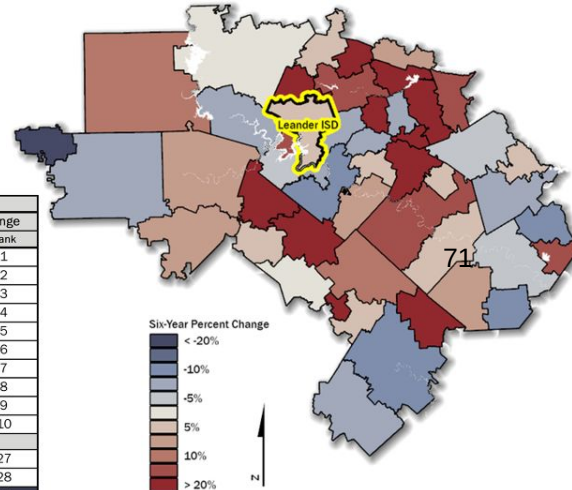
Six-Year **Numeric** Enrollment Change 2019 to 2025



RANKED BY SIX-YEAR NUMERIC CHANGE			
ESC Region 13 Districts	Enrollment 2025-26	Six-Year Change Numeric	Rank
Liberty Hill ISD	10,469	5,591	1
Hays Cons ISD	25,049	4,256	2
Hutto ISD	11,101	2,971	3
Jarrell ISD	4,528	2,421	4
Bastrop ISD	13,453	2,019	5
Georgetown ISD	13,988	1,828	6
Elgin ISD	6,232	1,659	7
Dripping Springs ISD	8,808	1,598	8
Del Valle ISD	11,811	843	9
Lockhart ISD	6,789	629	10
Leander ISD	41,953	572	11
Lago Vista ISD	1,887	299	12
Manor ISD	9,873	278	13
Waelder ISD	591	274	14
Llano ISD	2,017	239	15

Leander ISD added **572** students over the past six years, ranking **11th** in numeric growth among ESC Region 13 districts.

Six-Year **Percent** Enrollment Change 2019 to 2025



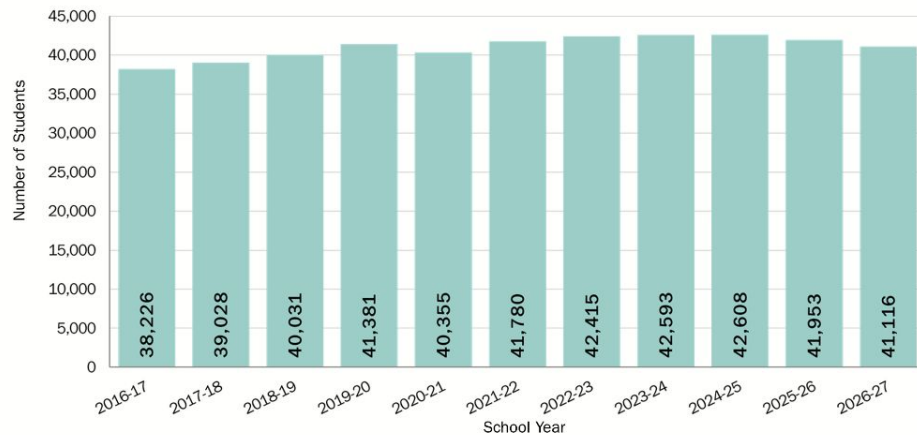
RANKED BY SIX-YEAR PERCENT CHANGE			
ESC Region 13 Districts	Enrollment 2025-26	Six-Year Change Percent	Rank
Jarrell ISD	4,528	114.9%	1
Liberty Hill ISD	10,469	114.6%	2
Coupland ISD	318	95.1%	3
Waelder ISD	591	86.4%	4
Hutto ISD	11,101	36.5%	5
Elgin ISD	6,232	36.3%	6
Prairie Lea ISD	276	27.2%	7
Granger ISD	574	25.6%	8
Dripping Springs ISD	8,808	22.2%	9
Thrall ISD	923	21.8%	10
Ranking Skipped to District of Study			
Florence ISD	1,125	2.1%	27
McDade ISD	373	1.9%	28
Leander ISD	41,953	1.4%	29
Luling ISD	1,437	1.0%	30
Smithville ISD	1,870	0.9%	31

Leander ISD grew by **1.4%** over the past six years, ranking **29th** in percent growth among ESC Region 13 districts.

ESC Region 13 comprises approximately 50 ISDs.

Leander ISD – Historical Enrollment Trends

Enrollment



+2,890

Ten-Year Change

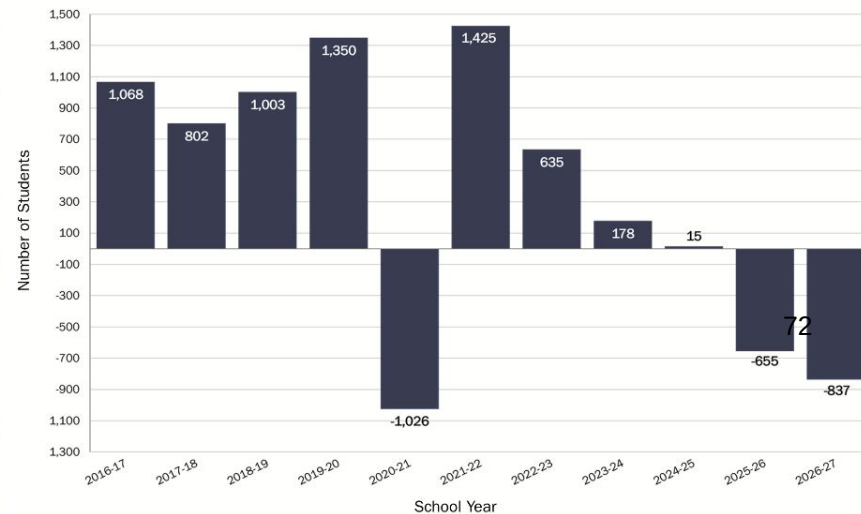
2016 to 2026

-664

Five-Year Change

2021 to 2026

Enrollment Change



Largest Increase:

+1,425 students in 2021-22

Largest Decrease:

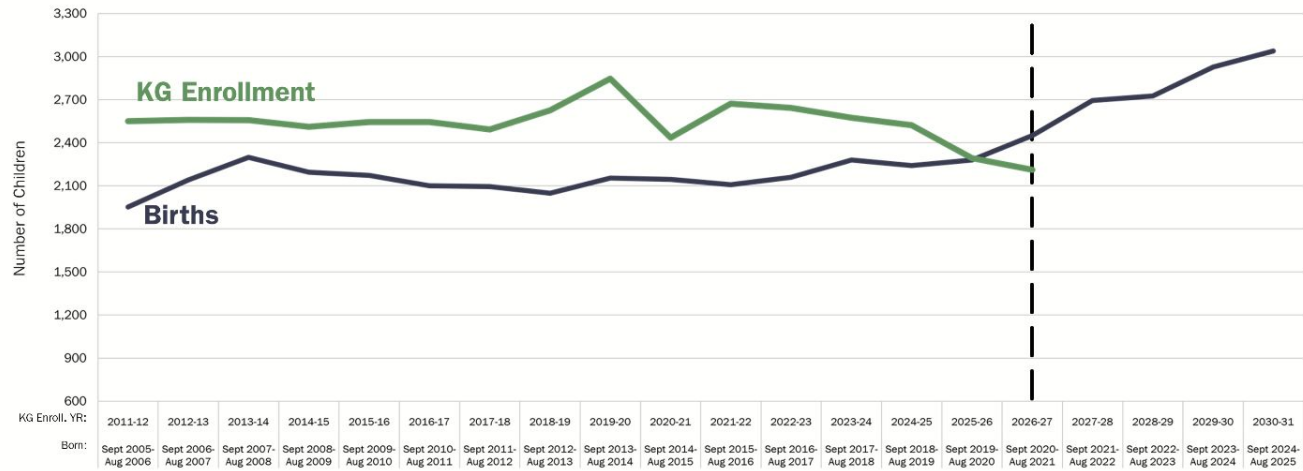
-1,026 students in 2020-21

Decrease of 1,492 in the last two years

Kindergarten (KG) Enrollment & Birth Trends

On the graphs below, births have been shifted five years to align with the year of kindergarten enrollment. Births are compiled based on the birth mother's ZIP code.

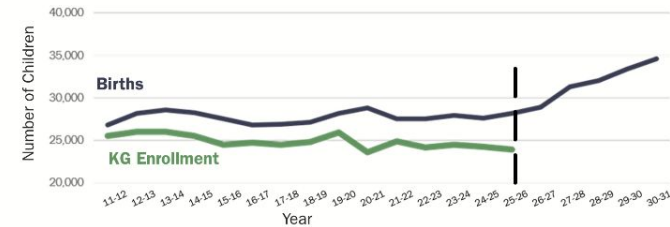
Leander ISD



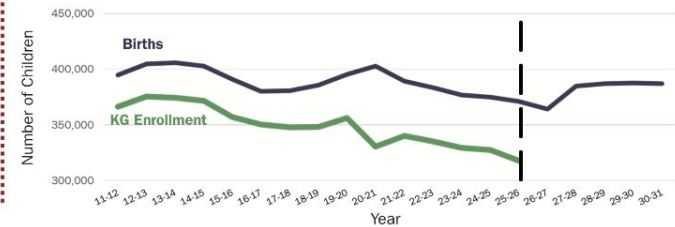
Births in recent cohorts have risen above kindergarten enrollment, reversing the pattern seen in earlier years. This shift reflects rising births alongside declining kindergarten enrollment.

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ESC Region 13



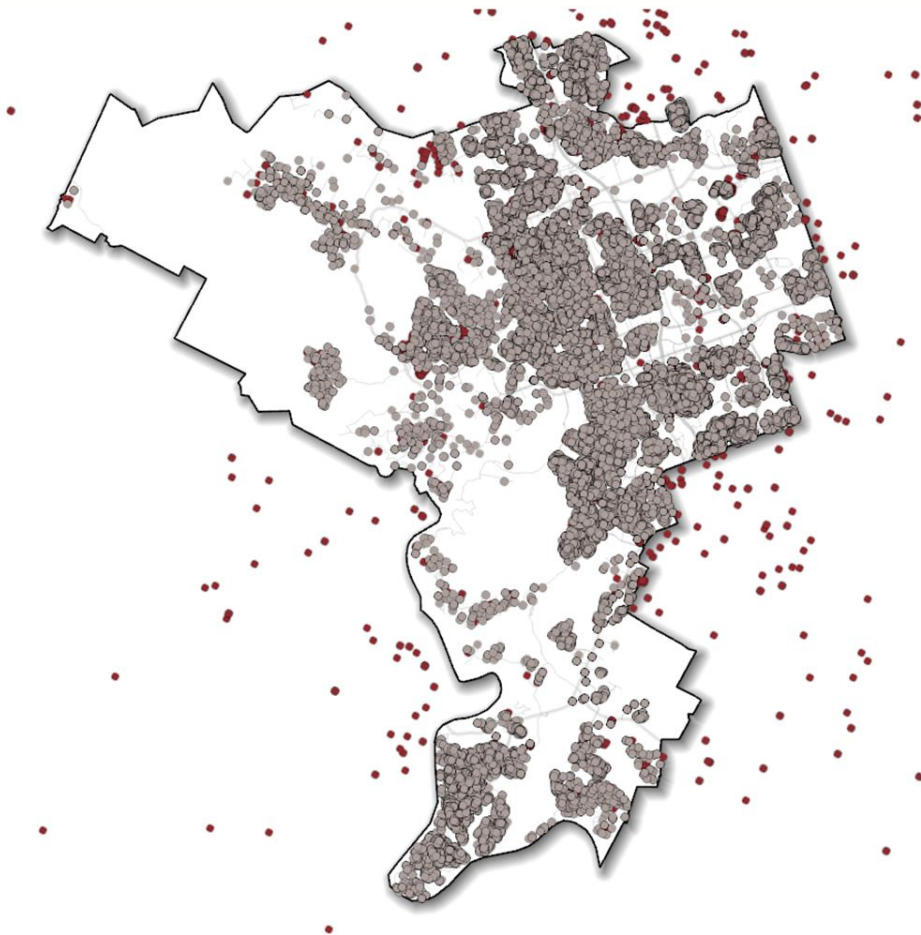
Texas



Although births only recently surpassed kindergarten enrollment in Leander ISD, births have continued to exceed kindergarten enrollment throughout the period for both ESC Region 13 and Texas. The regional and statewide comparisons place LISD's recent crossover in a broader context, though the size and direction of the trends differ across the three geographies.

Notes: 2026–27 District KG Enrollment data submitted on 9/10/2026; ESC Region 13 and State of Texas KG Enrollment data for 2026–27 are not yet available.

Geocoding of Student Addresses



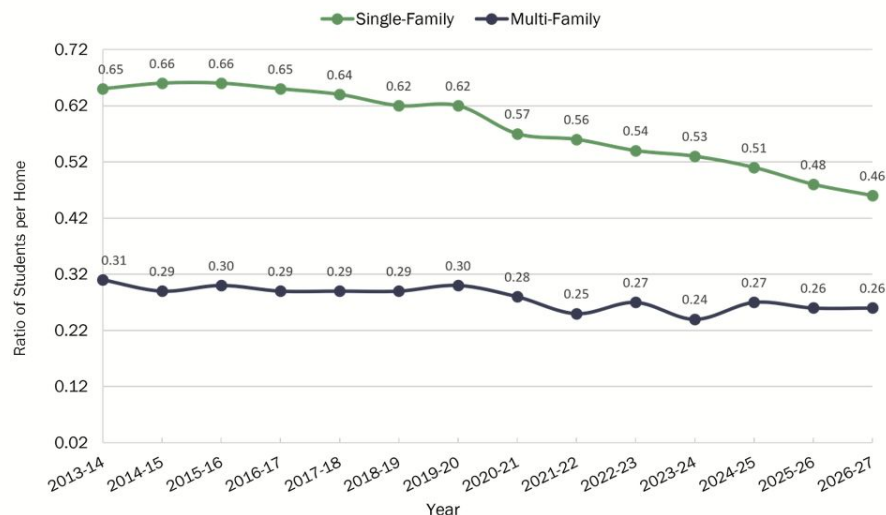
Geocoding is PASA's approach to precise student placement across the District and serves as the starting point for enrollment projections. It highlights 2025–26 students in gray and 2026–27 students in red, reflecting growth and distribution shifts. The data, organized by PASA using parcels, roadways, and attendance zones, provides a 99% accurate foundation for forecasting.

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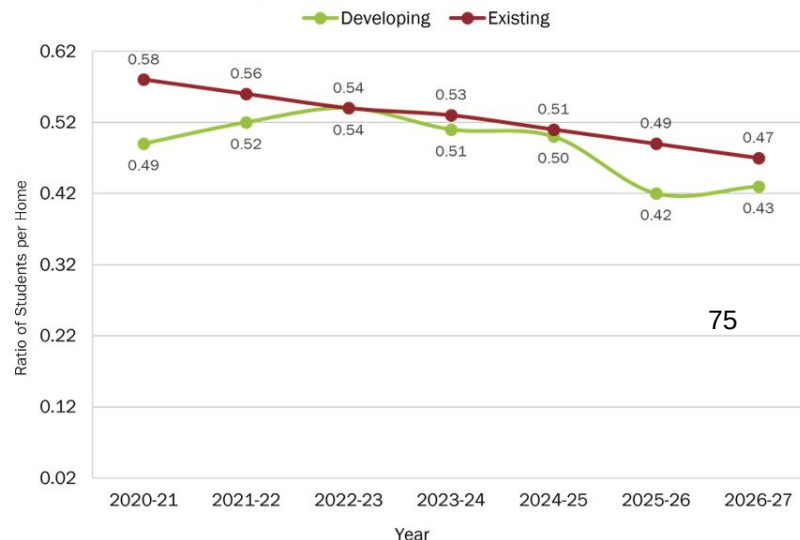
- 2025–26 Students
- 2026–27 Students

Historical Students per Home

Single-Family vs. Multi-Family



Developing vs. Existing Subdivisions



Current Students per Home

0.46

Single-Family

The weighted average across the District is **0.46 students per single-family home**.

0.26

Multi-Family

The Districtwide weighted average is **0.26 students per apartment unit**. An estimated 4,242 LISD students currently reside in approximately 23,846 multi-family units across the District.

0.43

Developing Subdivisions

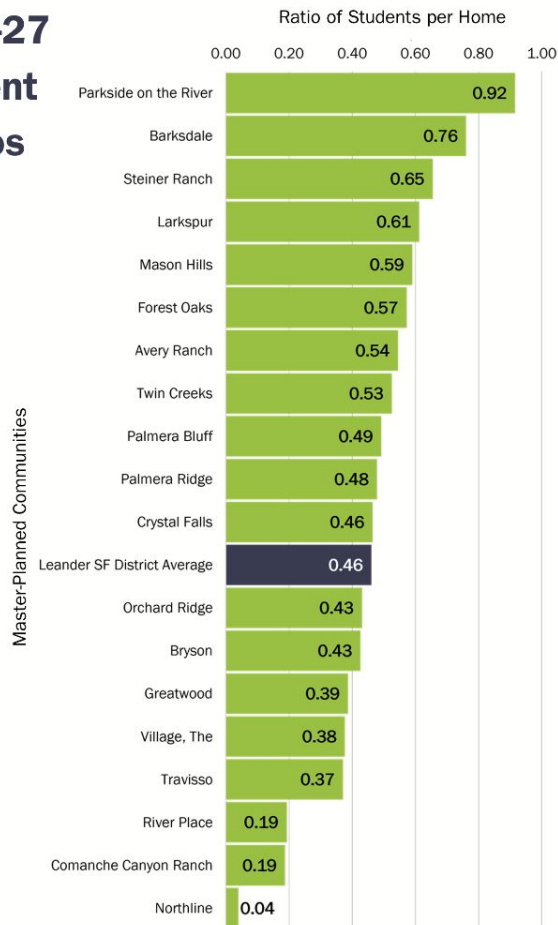
Residential developments where new home construction is actively underway.

0.47

Existing Subdivisions

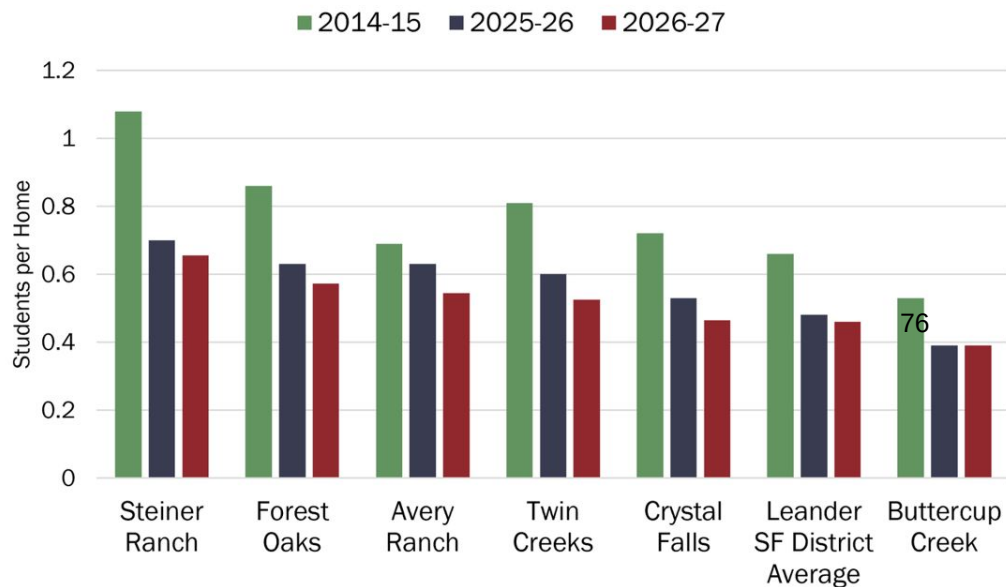
Residential developments that are fully built and occupied.

2026–27 Student Ratios



Student Ratios in Master-Planned Communities (MPCs)

Historical Student Ratios



Across the MPCs noted above, students per home have generally declined since 2014–15, consistent with the downward trend in the District's single-family average. That decline continued from 2025–26 to 2026–27 in most of these neighborhoods, while Buttercup Creek remained relatively stable.

New Construction vs. Regeneration

	Former Occupancy	New Occupancy	Net Students	
New Construction (Developing)			+1	Growth
			0	
Regeneration in Built-Out Neighborhoods (Existing)	¹		-1	Stabilization
	²		0	
	³		+1	
	⁴		0	

New Construction vs. Regeneration

What We Hear from Our Communities

“My neighborhood has a lot of new families moving in.”

“My neighborhood is regenerating, so couldn’t my school fill up again soon?”

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In established neighborhoods, meaningful growth occurs only when regeneration with net student gains (Scenario 3) outpaces BOTH student losses (Scenario 1) and stable replacements (Scenarios 2 & 4).

Regeneration does not drive GROWTH; it drives STABILIZATION.

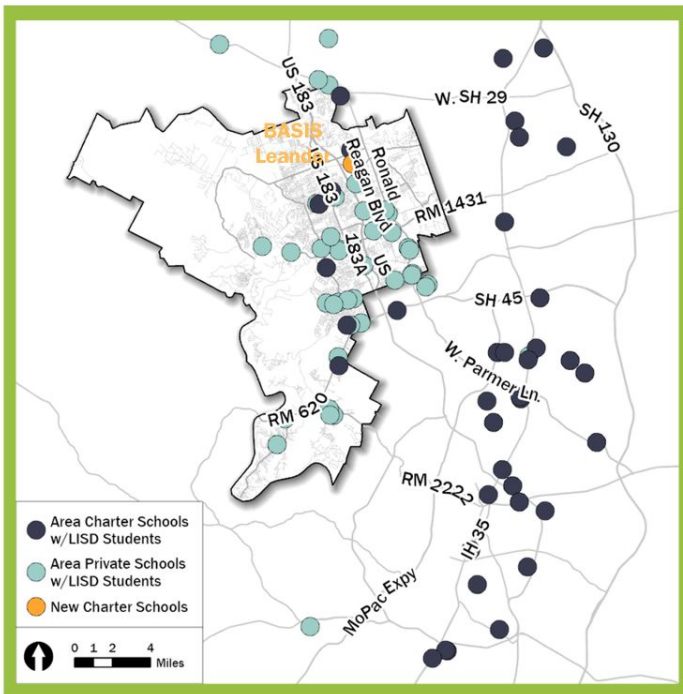
Demographic Study Components



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Current and Future Charter and Private Schools



Charter School Impacts

BASIS Leander

- Opened in 2026–27 with more than 1,400 students in grades KG–8; one grade will be added annually through grade 12.

BASIS Cedar Park

- Now serving the full KG–12 grade span.

Founders Classical Academy of Leander

- Site expansion plan for 21,974 sq. ft. to include classrooms and multi-purpose spaces. Expected to add approximately 300 seats with estimated completion prior to 2028–29 school year.

Meridian World School

- Approved for an additional Austin-area campus, potentially opening as early as 2027–28.

OUTLOOK: New charter capacity is expanding both geographically and by grade level, increasing competition for LISD resident students.

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Private School Impacts

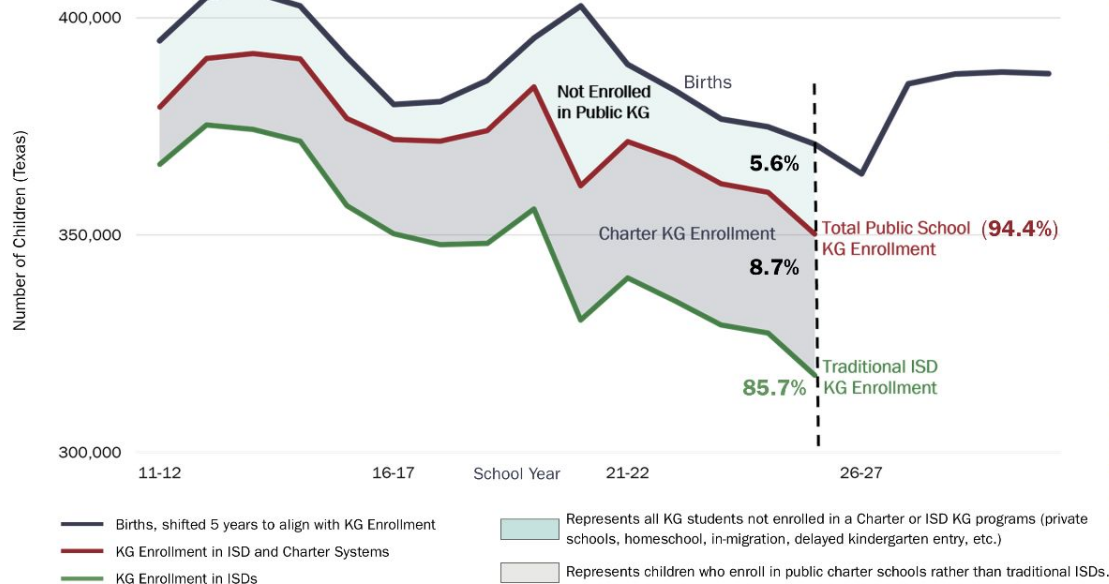
Enrollment is concentrated in a relatively small number of large schools, with about 60% of students attending campuses that serve PK–12 and another 22% enrolled in schools limited to elementary grades.

- ~1,600 LISD resident students enrolled in private schools in 2025–26.
- ~2,850 Texas Education Freedom Accounts (TEFA) applications submitted by families reporting residence in Leander ISD.
- ~675 Leander ISD resident students are TEFA participants, including approximately 200 students currently in grades 2–12 who were reported as attending public school in 2024–25.
- ~42% of private schools interviewed during this study are approved for TEFA participation.
- ~250 TEFA-approved private schools are located throughout the Austin area.

OUTLOOK: TEFA may expand the geographic reach of private-school competition beyond schools immediately surrounding LISD, while new and expanding charter campuses continue to add capacity within the District's broader educational market.

Homeschooling and Kindergarten Capture

Not Every Child Enters Public Kindergarten



Note: Percentages reflect kindergarten enrollment reported in 2025–26 Public Education Information Management Systems (PEIMS) data relative to the corresponding birth cohort.



Current estimates place Texas homeschool participation between approximately **6% and 10%**, depending on the data source and methodology (Johns Hopkins Homeschool Hub; Texas Home School Coalition).



More than **50,000** Texas public school students have **withdrawn** to begin homeschooling **annually** since 2022, according to the Texas Home School Coalition.



20%–30% of students who **withdraw to homeschool** later **return to public school**, according to the Texas Home School Coalition.

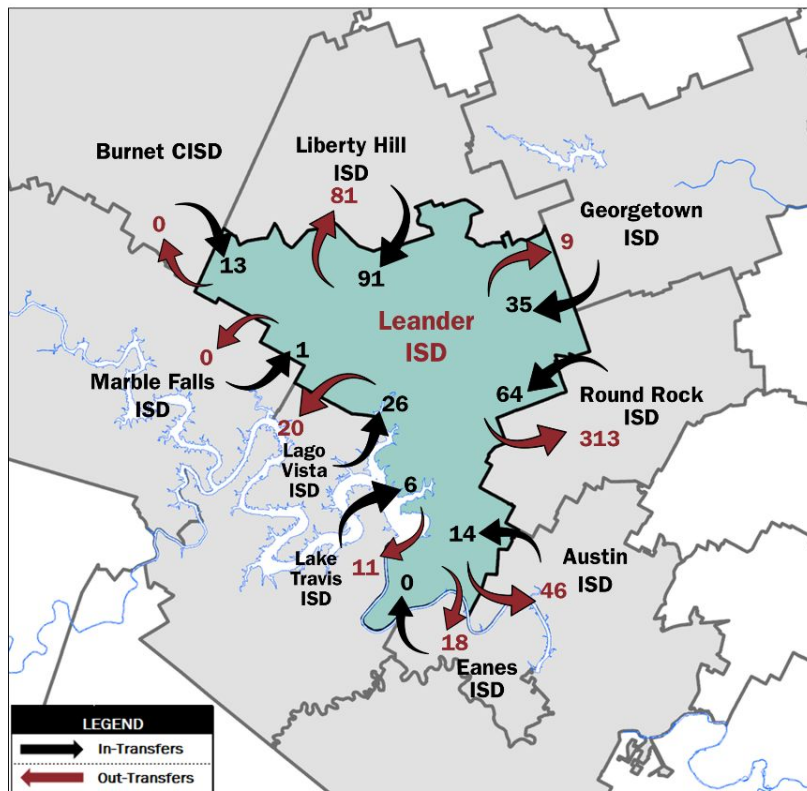


Withdrawal counts **understate** homeschool participation. They exclude children who begin homeschooling without first enrolling in a public school.

Homeschooling is no longer a niche educational option. Although participation cannot be measured with the same precision as other educational choices, it increasingly influences kindergarten capture, student attrition, and long-range enrollment planning for Texas school districts.

Other ISDs – Interdistrict In-Person Transfers

Leander ISD 2025–26 Interdistrict In-Person Transfer Trends



LISD Interdistrict In-Person Student Transfers		
Out-Transfers	Other ISD	In-Transfers
46	Austin ISD	14
0	Burnet CISD	13
18	Eanes ISD	0
9	Georgetown ISD	35
20	Lago Vista ISD	26
11	Lake Travis ISD	6
81	Liberty Hill ISD	91
0	Marble Falls ISD	1
313	Round Rock ISD	64
498	Interdistrict Transfers with Neighboring Districts	251
528	Total Interdistrict Student Transfers	306

Among LISD resident students transferring out, 94.3% attend neighboring ISDs in person. Conversely, 81.9% of nonresident students transferring into LISD come from neighboring districts.



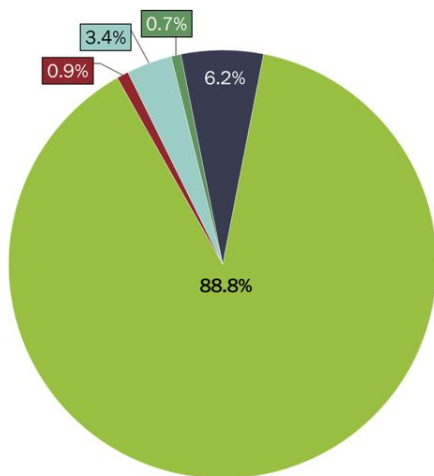
Leander ISD's new "Your Path, Your Choice" open-enrollment effort offers an opportunity to attract more families, with preliminary 2026–27 data showing approximately 130 additional inbound transfers. Full data release from TEA will be available in Spring 2027.

Interdistrict mobility is an increasingly important component of Leander ISD's enrollment profile, with most transfers occurring between LISD and neighboring school districts.

In 2025–26, LISD enrolled 306 nonresident transfer students, while 528 resident students transferred to other districts for in-person instruction, resulting in a net enrollment loss of 222 students.

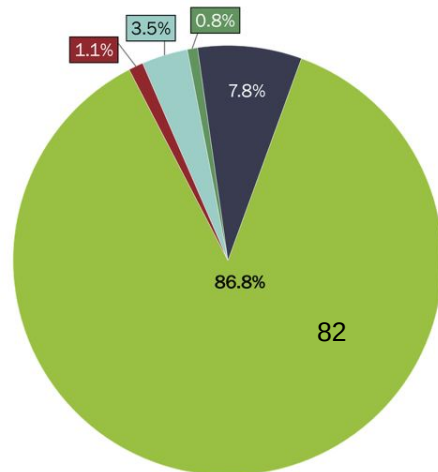
LISD residents attending virtual schools are reported separately under the virtual schools category.

Leander ISD 2024–25 Summary of Enrollment



2024-25	Enrollment Distribution Comparison		2025-26
	47,653	Resident Students	47,959
6.2%	-2,949	Attending Charter Schools	-3,751
0.7%	-353	Attending Virtual Academies	-371
3.4%	-1,636	Attending Private Schools	-1,662
0.9%	-422	Attending Other ISDs	-528
88.8%	42,293	Resides In and Attends LISD	41,647
	+315	Transfers into LISD	+306
	42,608	(10/25/2024) District Enrollment (10/31/2025)	41,953

Leander ISD 2025–26 Summary of Enrollment



Alternative educational opportunities are having a growing influence on Leander ISD's enrollment profile. Between 2024–25 and 2025–26, the share of resident students attending LISD declined from 88.8% to 86.8%, while the share enrolled outside the District increased from 11.2% to 13.2%. Charter schools remain the largest source of enrollment loss, increasing from 6.2% to 7.8% of resident students. Private schools, other ISDs, and virtual academies account for smaller shares but also increased slightly. These trends indicate growing competitive enrollment pressure as additional charter and private school capacity develops within and near LISD.

Demographic Study Components



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Housing Market Highlights

Sales
Year-over-
Year

Increase

10.7%

Median
Price

Slight
Increase

\$455,000

Months of
Inventory

Declined

4.46

How Interest Rates Affect Monthly Mortgage Payments

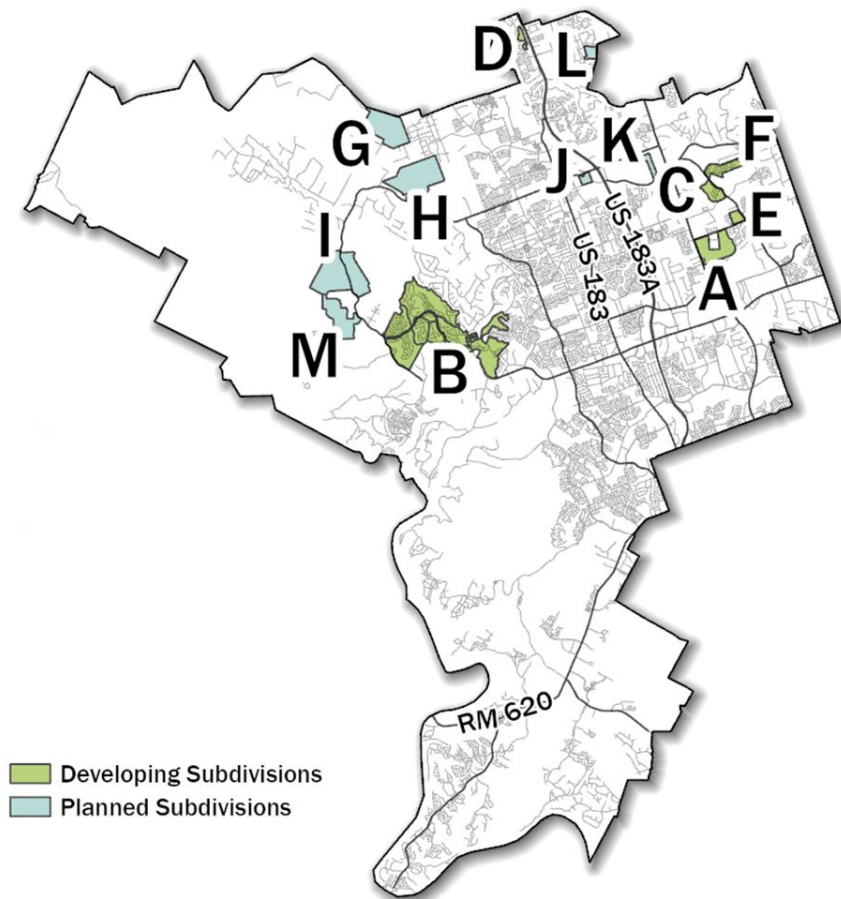
Estimated Mortgage Payments by Interest Rate

Home Price	Mortgage Interest Rate					
	3%	4%	5%	6%	7%	8%
\$200,000	\$675	\$764	\$859	\$959	\$1,064	\$1,174
\$300,000	\$1,012	\$1,145	\$1,288	\$1,439	\$1,597	\$1,761
\$400,000	\$1,349	\$1,528	\$1,718	\$1,919	\$2,129	\$2,348
\$500,000	\$1,686	\$1,910	\$2,147	\$2,398	\$2,661	\$2,935
\$600,000	\$2,024	\$2,292	\$2,577	\$2,878	\$3,193	\$3,522

Monthly payments rounded to the nearest dollar and reflect estimated principal and interest only, based on a 30-year fixed-rate mortgage with a 20% down payment. Taxes, insurance and other fees are not included.



New Single-Family Developments



Ten-Year Projected New Occupancies

Developing and Planned Subdivisions

Map	Neighborhood Code	Development	Units Projected	Currently Occupied	Status
A	1270	Burelson Ranches & Roberts Tracts	550	0	Developing
B	4625, 4650, 5200, 5205, 5210, 5220, 5230, 5235	Travisso	549	2,406	Developing
C	1246	Wildspring	298	21	Developing
D	1140	Sutton, The - BTR	246	0	Developing
E	1250, 1255	Barksdale	182	96	Developing
F	1235	Edgewood	170	202	Developing
G	3925	Friou et al. Tracts	700	0	Planned
H	3800	Hero Way Development LLC Tracts	372	0	Planned
I	3400	Kutscher Ranch	220	0	Planned
J	1360	House Tract THs	201	0	Planned
K	1185	M Ranch Tracts	200	0	Planned
L	1135	Alexander et al. Tracts	191	0	Planned
M	3400	Oakwood Hills	173	0	Planned

54.6% of projected additional housing occupancies in LISD over the next decade are single-family.

Impactful Single-Family Developments

The Sutton BTR

0	+246	246
current units	units over the projection period	units at build-out

Wildspring

21	+298	319
current units	units over the projection period	units at build-out

Travisso

2,406	+549	2,955
current units	units over the projection period	units at build-out

Edgewood

202	+170	378
current units	units over the projection period	units at build-out

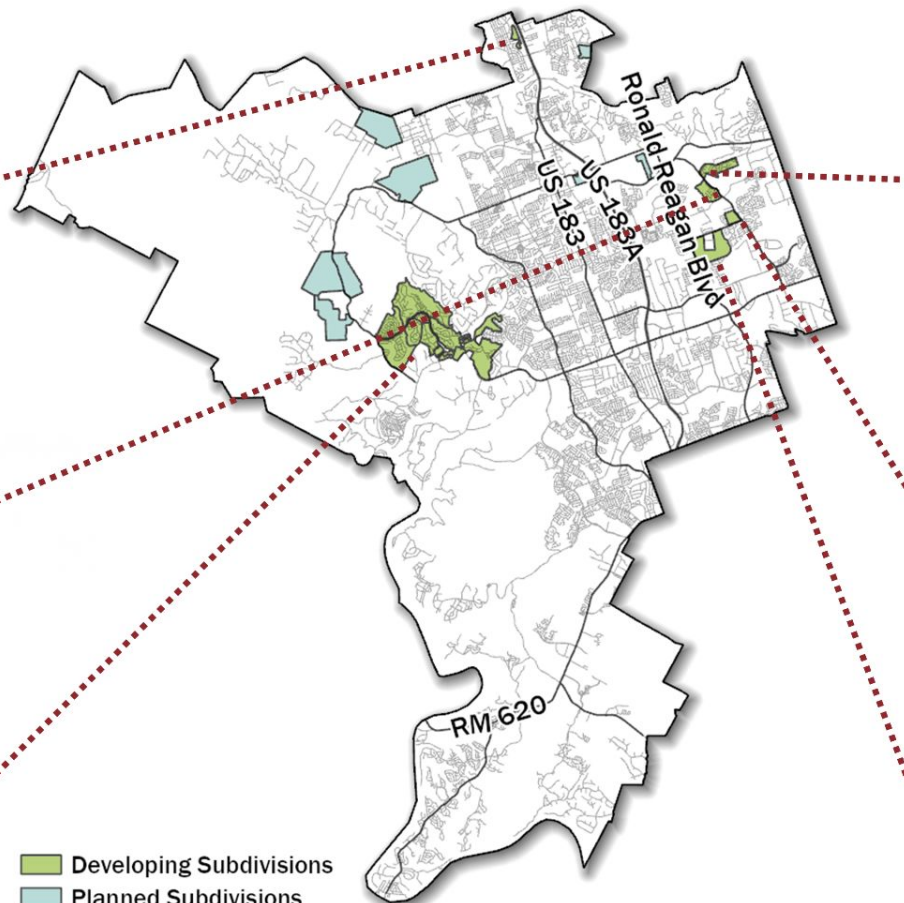
Barksdale

96	+182	279
current units	units over the projection period	units at build-out

Burleson Ranches

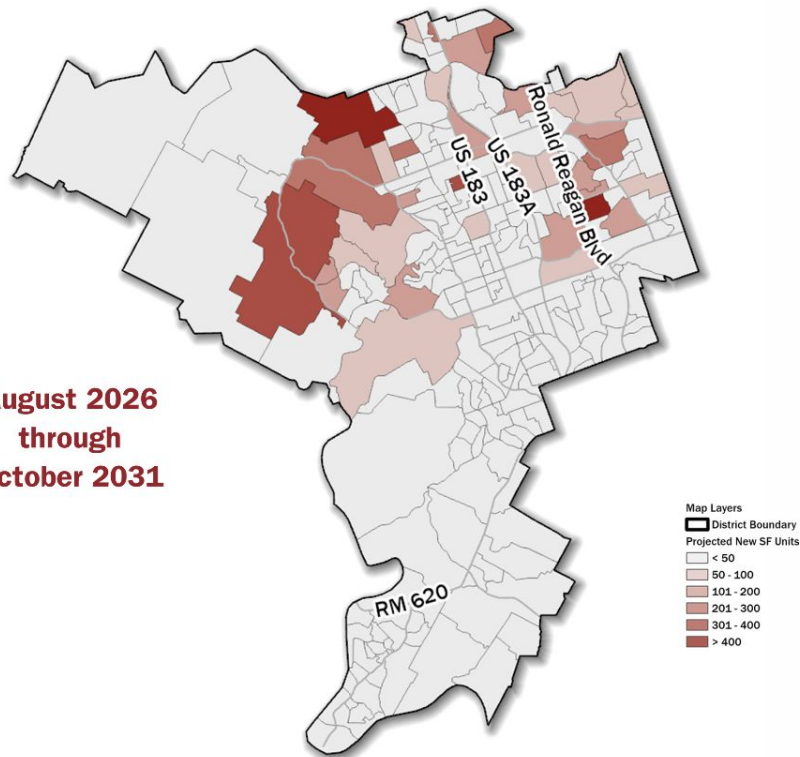
0	+550	550
current units	units over the projection period	units at build-out

Developing Subdivisions
Planned Subdivisions

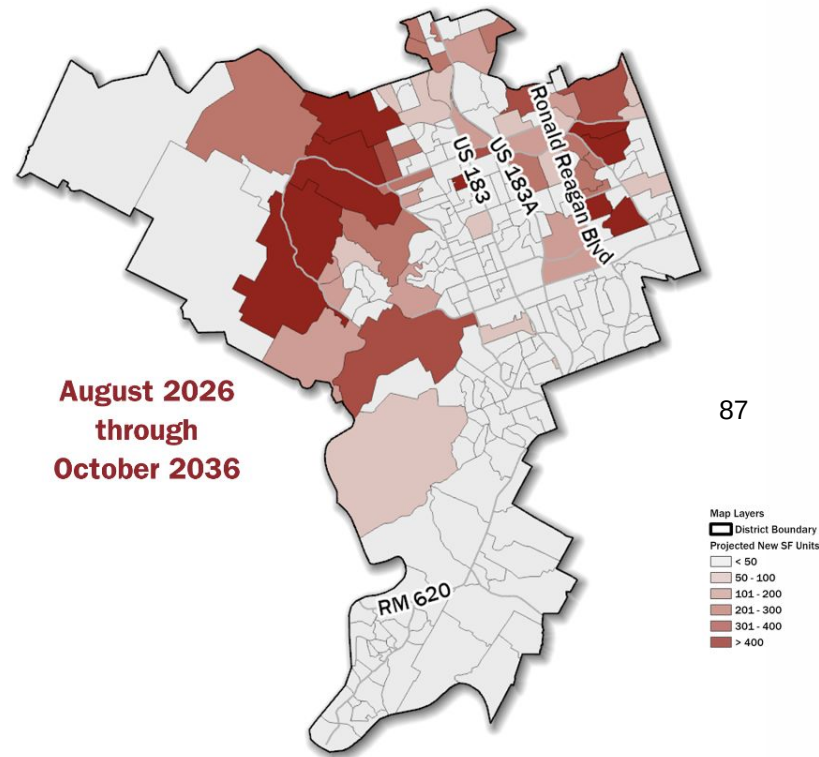


Single-Family Development Concentration

**August 2026
through
October 2031**



**August 2026
through
October 2036**

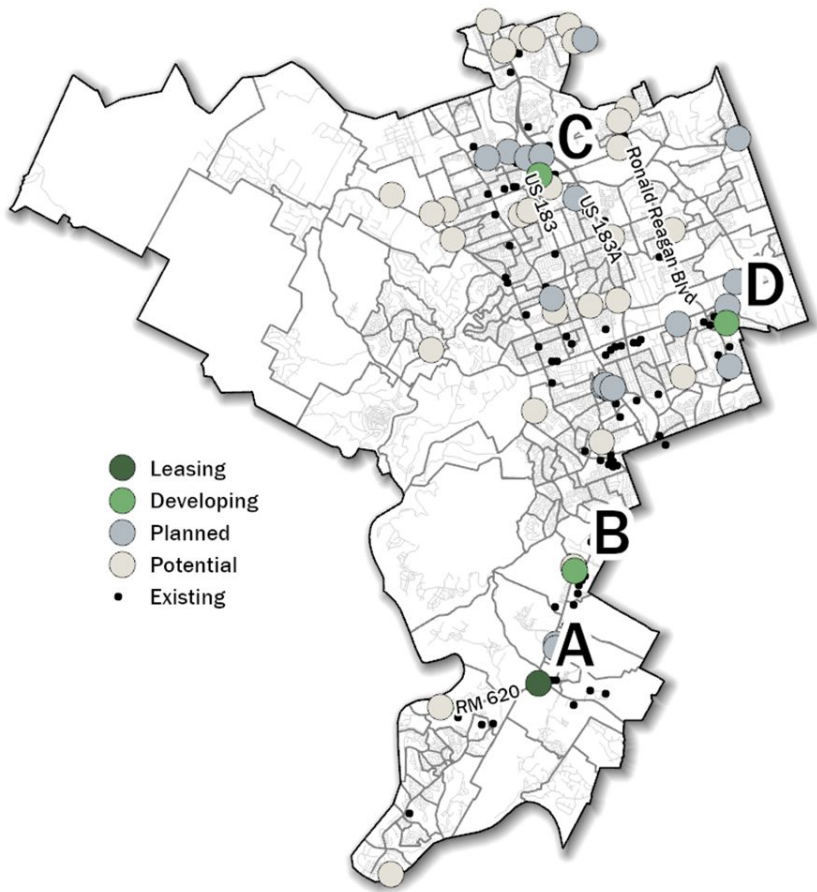


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- Growth is concentrated east of Ronald Reagan Blvd., led by Burleson Ranch & Roberts Tracts, Wildspring, Edgewood, and Oak Grove Estates.
- Development shifts northwest toward US 183, as existing communities build out and projects such as Friou et al., Hero Way, and Oakmont PUD begin development.

- Future development moves into undeveloped areas, with utilities and topography affecting timing.
- Expansion continues toward Georgetown and western Leander, while southern areas remain largely built out.

New Multi-Family Developments



Ten-Year Projected New Occupancies

Leasing and Developing Multi-Family Properties

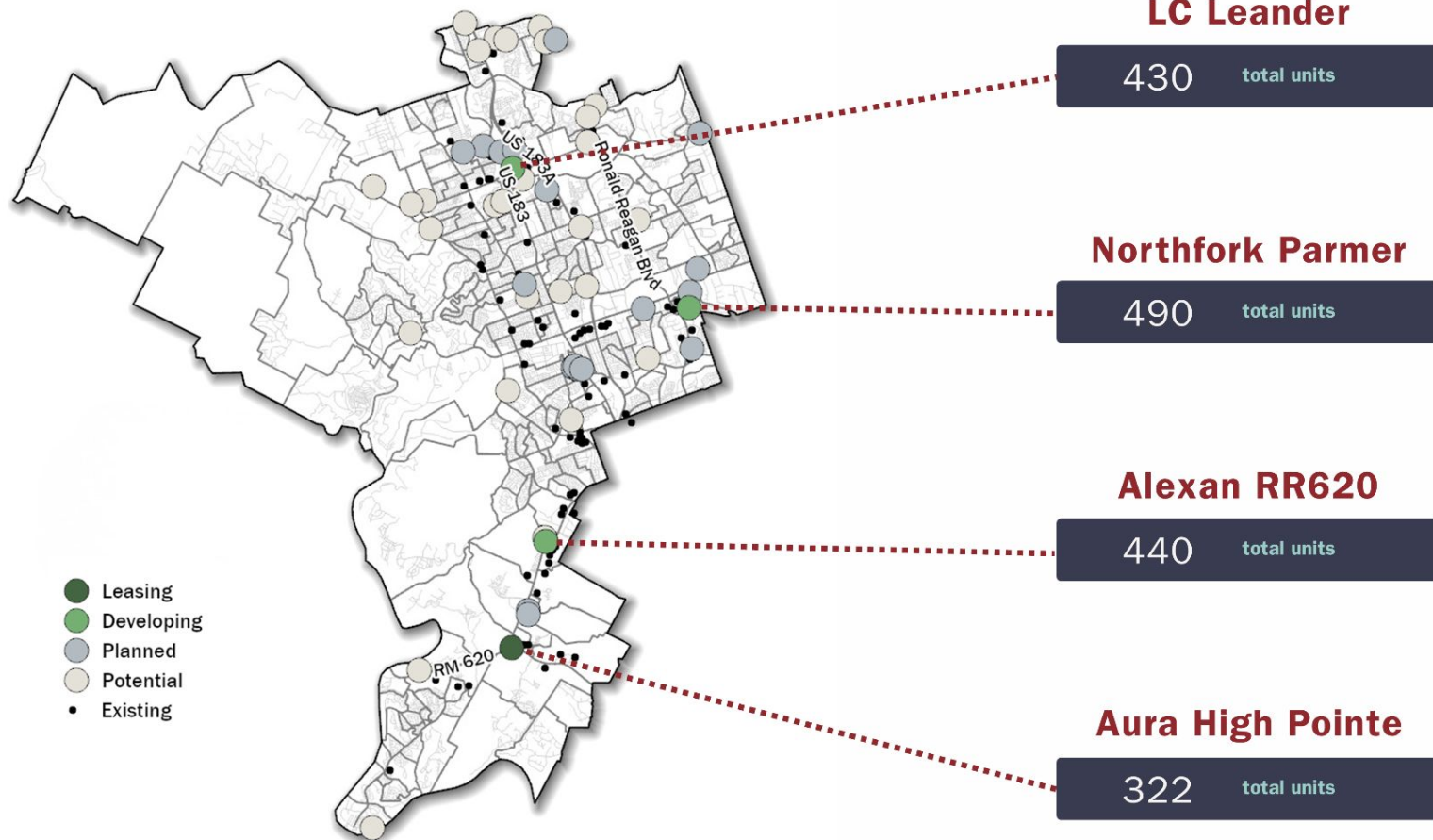
Map	Neighborhood Code	Development	Units	Status
A	2600	Aura High Pointe	322	Leasing
B	2530	Alexan RR620	440	Developing
C	1160	LC Leander	430	Developing
D	1725	Northfork Parmer (Riverside Tracts)	490	Developing

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Multi-Family Development Summary

10,992	Multi-Family Occupancies Projected
41.9%	of Projected New Housing
1	Leasing Up
3	Developing
14	Planned
29	Sites Identified as Potential for MF Development

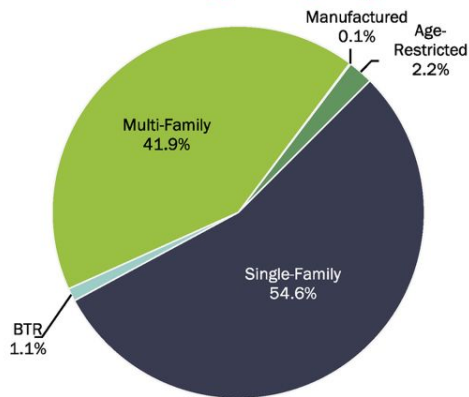
Impactful Multi-Family Developments



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Total Projected New Housing

Percentages by Type



Single-family housing accounts for the largest share of projected new occupancies, with multi-family development also contributing substantially. Annual additions are expected to generally increase over the decade as multi-family activity strengthens and planned projects advance, reaching their highest level in the final year.

Projected Housing Units by Type

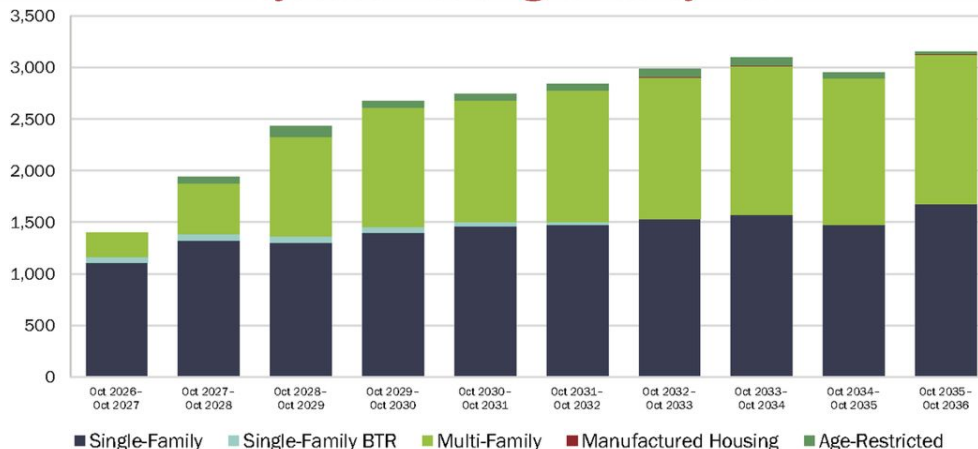
26,203

Projected Additional Housing Occupancies in the Next Decade



90

Projected Housing Units by Year





Shifting Growth

Southern areas are largely built out, shifting future development north and northwest along US 183 toward Liberty Hill, and east toward Georgetown.



Residential Growth Pace

A substantial single-family and multi-family pipeline remains, but construction and leasing are progressing at a more measured pace than in recent years.

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Infrastructure Constraints

Utility availability, conservation areas, terrain, and municipal policies will increasingly shape the location, density, and timing of new housing.



Leander ISD retains a substantial housing pipeline, but future growth will be more measured and increasingly shaped by land availability, infrastructure, and project timing.

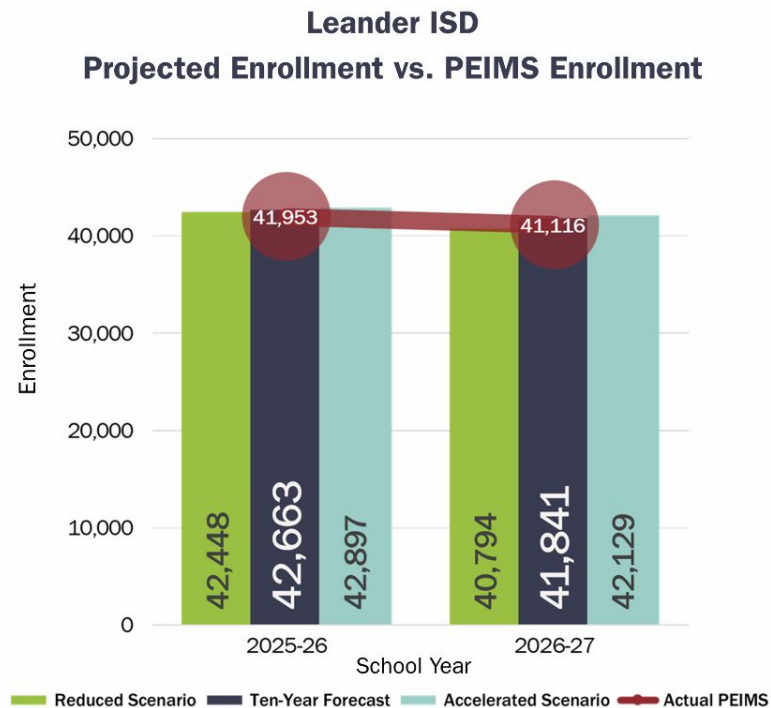
Demographic Study Components



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Changes Since the Previous Study



New Housing

- Housing construction slowed substantially, with nearly 800 fewer homes built than projected.
- New homes yielded fewer students per home than anticipated.
- Planned housing development has slowed since the previous study.
- Together, fewer new homes, lower student yields, and slower project timelines reduce anticipated enrollment growth.



Smaller KG classes

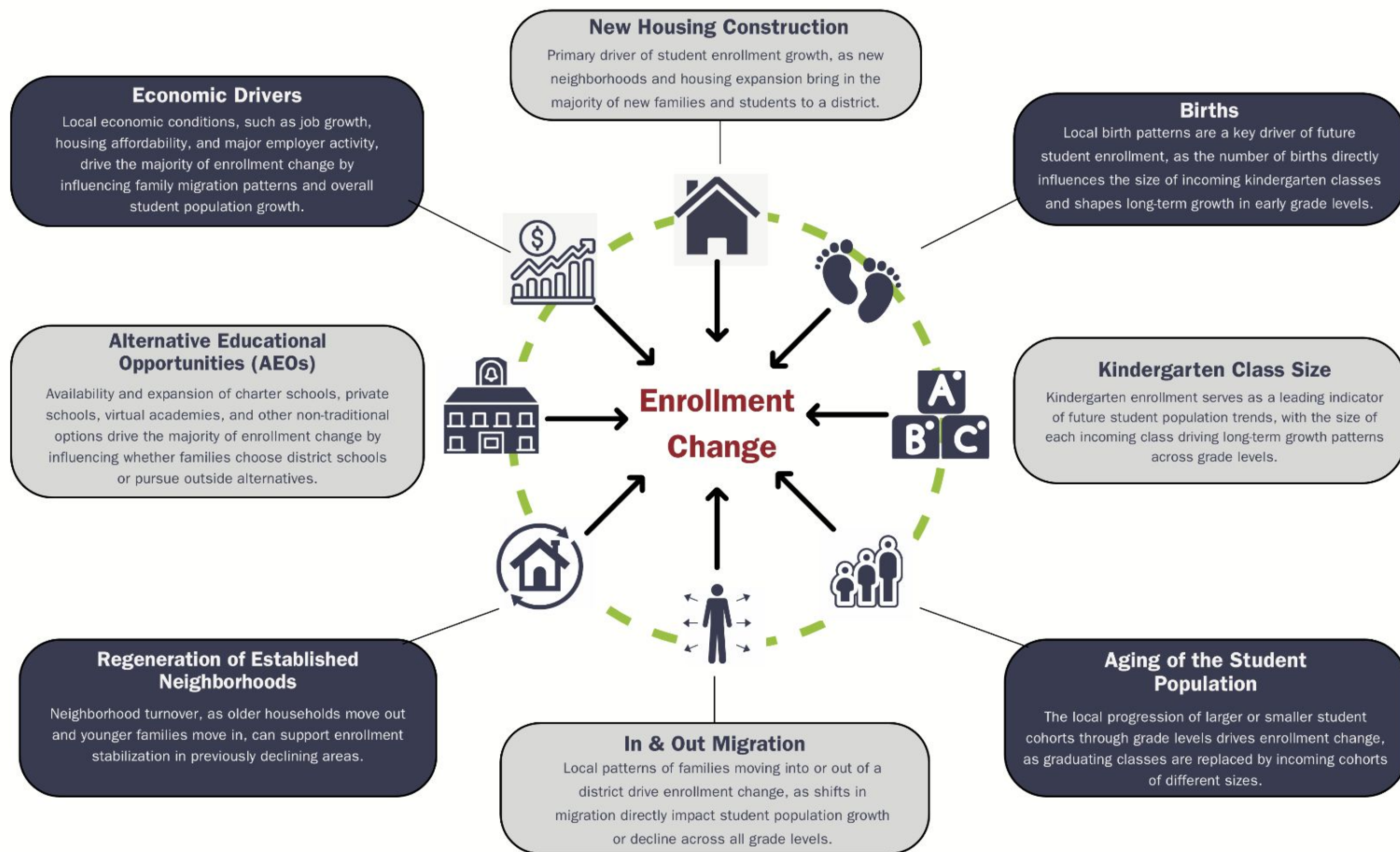
- The kindergarten-to-birth ratio has declined since 2021–22.
- In 2026–27, kindergarten enrollment fell below the number of children born to District residents five years earlier for the first time. 93
- New charter schools are capturing a greater share of kindergarten students before they enter LISD, particularly following the opening of BASIS Leander.



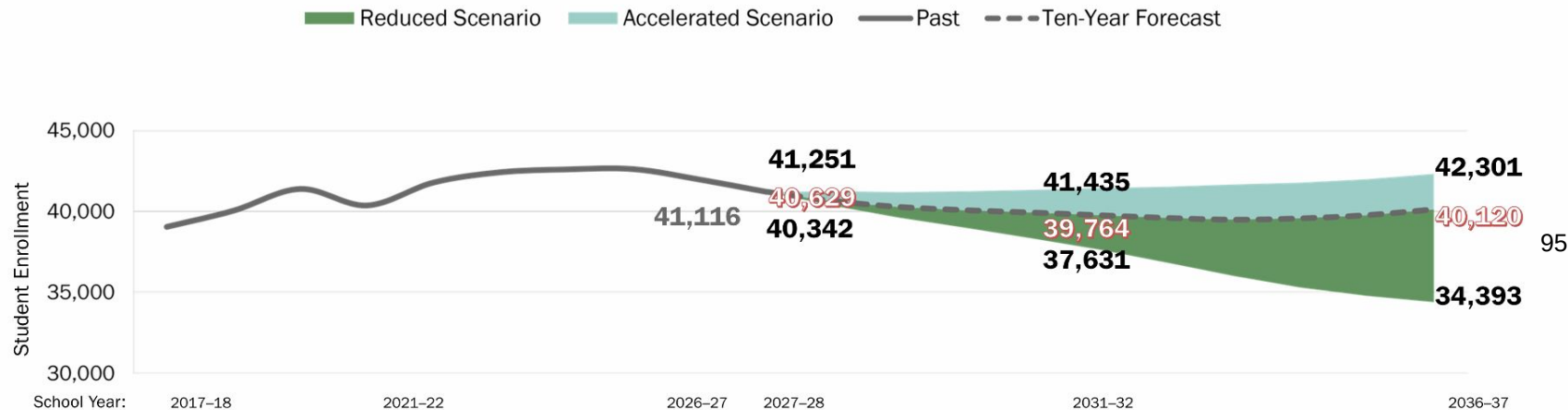
Alternative Educational Opportunities (AEOs)

- BASIS Leander opened in September 2026 with approximately 1,400 KG–8 students, an estimated 75% of whom came from LISD.
- PASA estimates that approximately 270 TEFA awards went to PK–12 students residing in LISD who previously attended public schools.
- Homeschooling and microschool options continue to expand, providing additional alternatives for families.

Student Projection Factors



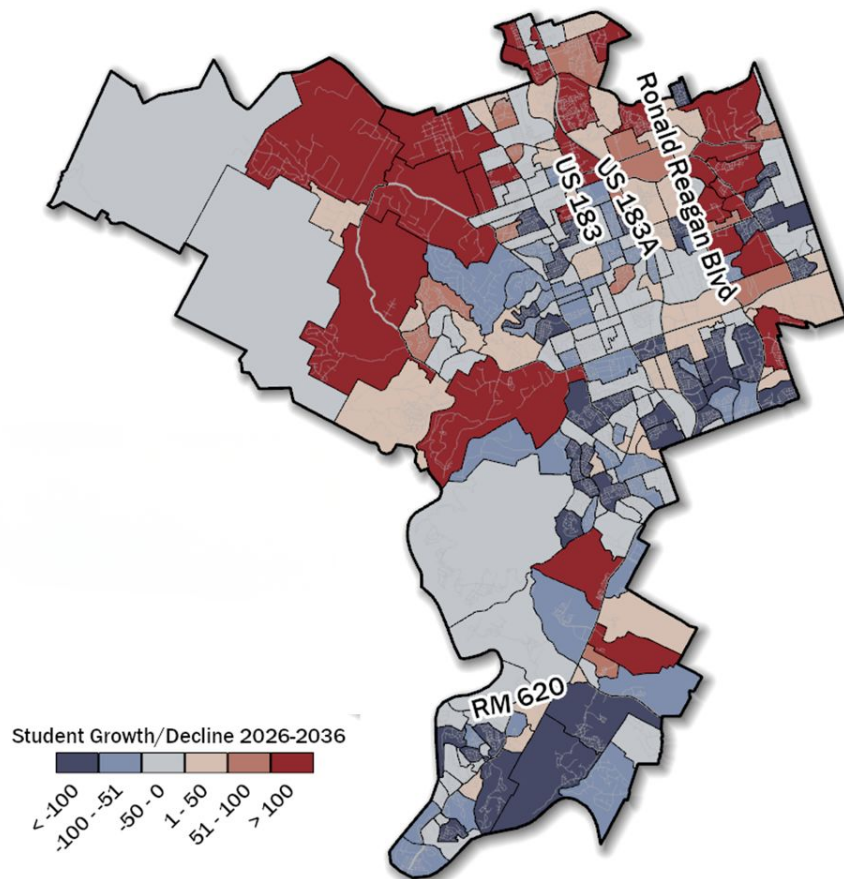
Ten-Year Forecast with Accelerated and Reduced Scenarios



The Ten-Year Forecast represents PASA's most likely projection; the Accelerated and Reduced Scenarios illustrate a reasonable range if key factors change.

EE-5th	16,923	16,760	16,668	16,783	17,115	17,552	17,965	18,410	18,778	19,172
6th-8th	9,815	9,503	9,204	8,873	8,596	8,286	8,183	8,329	8,527	8,731
9th-12th	13,891	14,005	14,196	14,272	14,053	13,765	13,348	12,835	12,468	12,217
TOTAL	40,629	40,268	40,068	39,928	39,764	39,603	39,496	39,574	39,773	40,120

Projected Change EE–12th Grade Resident Students



New housing is projected to concentrate resident student growth along the CR 175/Sam Bass corridor and in the northwest, where project timing depends on infrastructure availability. Central and southern areas are projected to lose students as smaller incoming classes replace larger exiting cohorts, with limited household turnover and alternative educational opportunities reinforcing the decline.

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The adjacent map illustrates the projected change in the number of students by Neighborhood Code between the current school year and the 2036–37 school year. Each polygon represents a distinct Neighborhood Code, with the corresponding shading indicating the anticipated degree of change in student population within that Neighborhood Code. The darker the red, the greater the growth; the darker the blue, the greater the decline.

Resident Students vs. Enrolled Students

Resident Students vs. Campus Enrollment

Understanding the difference between where students live and where they attend school.



RESIDENT STUDENT POPULATION

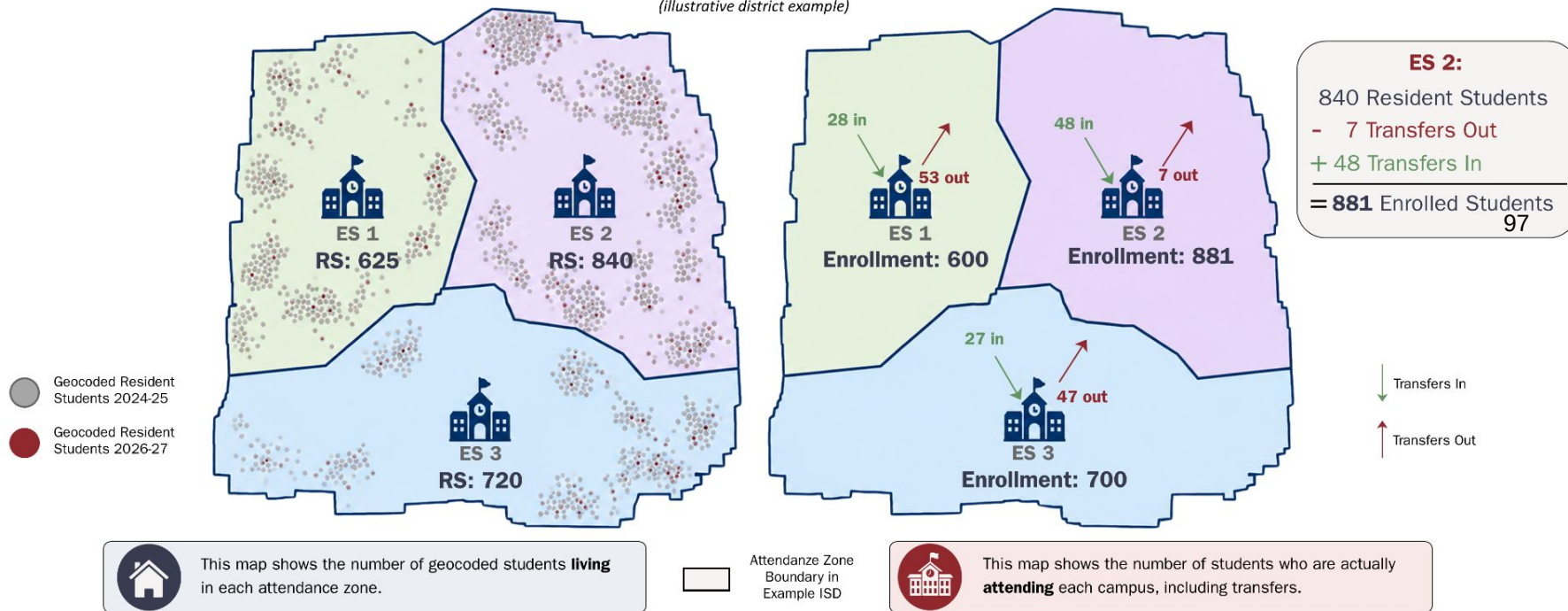
Where Students Live



CAMPUS ENROLLMENT

Where Students Attend

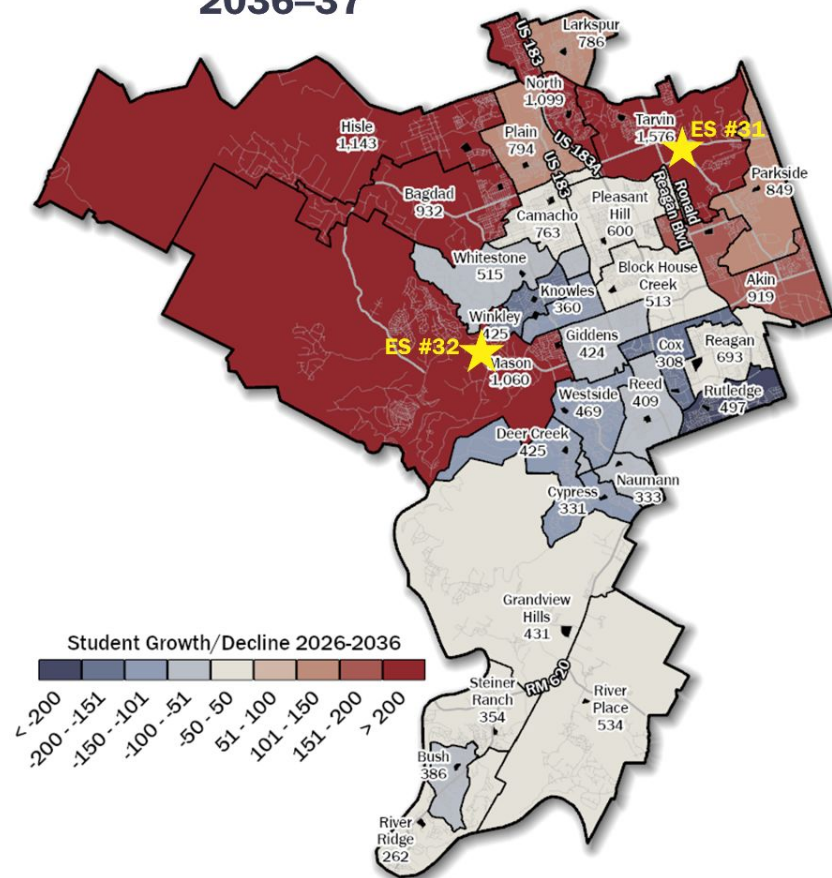
(illustrative district example)



The resident student population helps us understand the potential demand within each area. Campus enrollment shows how that population is distributed across schools.

Projected Resident Students by Elementary School Attendance Zone

2036–37



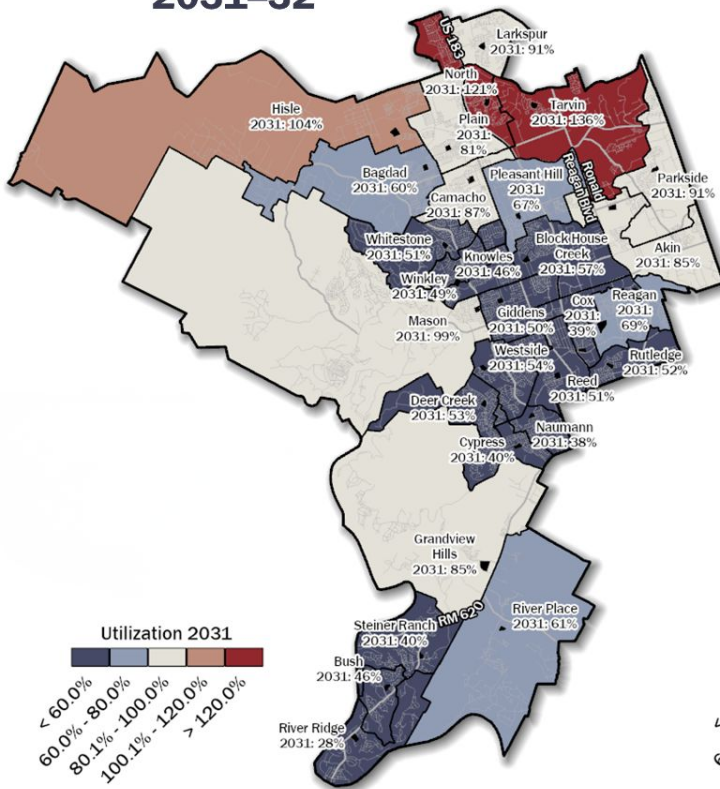
Near-term growth in resident elementary students is concentrated in the Tarvin and North attendance zones in the northeast and the Mason attendance zone in the west. The planned ES #31 site in the northeast and ES #32 site in Travisso position future facilities to address demand in these growing areas. Longer-term growth is projected in the northwest, with timing dependent on infrastructure availability and development progress. Central and southern zones are projected to stabilize or decline as smaller entering classes replace larger exiting cohorts, housing turnover remains limited, and Alternative Educational Opportunities influence enrollment.

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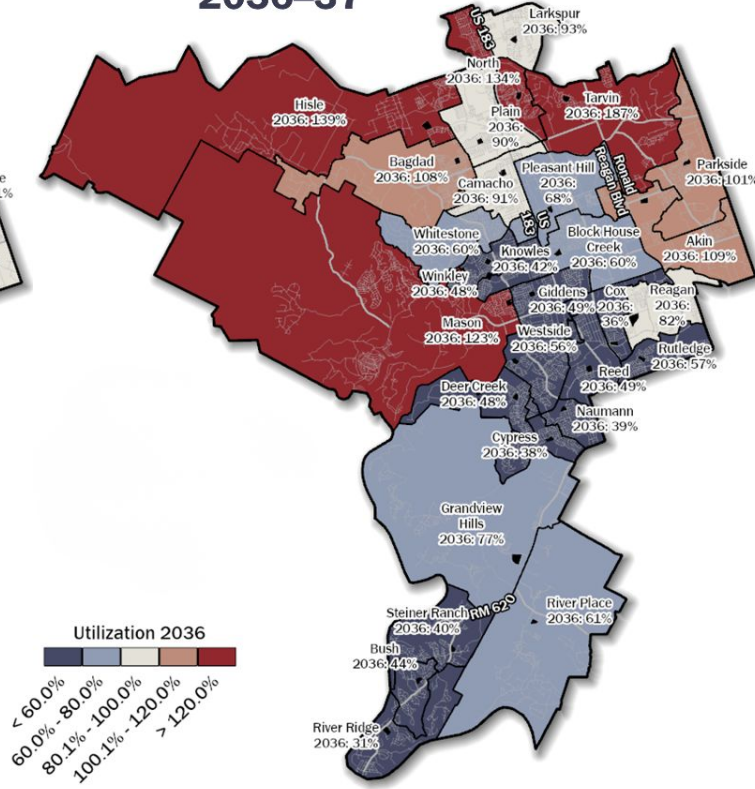
The 2026–27 elementary school attendance zones are labeled with the number of students projected to live within each zone in Fall 2036. Zones are color-coded based on projected resident student growth or decline between 2026–27 and 2036–37, with shades of red indicating growth and shades of blue indicating decline.

Projected Utilization by Elementary School Campus

2031-32



2036-37



Tarvin ES and North ES show the greatest capacity pressures in 2031-32. By 2036-37, those pressures intensify, with Hisle ES and Mason ES also exceeding 120% utilization. Many central and southern campuses remain substantially underutilized, reflecting a widening geographic imbalance between resident student populations and existing capacity.

The maps compare projected elementary school utilization* by 2026-27 attendance zone, with 2031-32 shown on the left and 2036-37 on the right. Zones are color-coded by projected utilization on a scale ranging from dark red for schools above 120% capacity to dark blue for those below 60%.

*Utilization is projected **resident** students divided by the capacity of the school.

Projected Enrollment and Utilization by Elementary School Campus

PASA Demographic Study - 2026-27 - Leander ISD Projected Enrollment - EE-5th Grade Students*

Elementary Schools	Capacity	Enrollment	Current	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36	2036-37	2026-27 Transfers			
		Utilization												Transfers In	Transfers Out	OOD Transfers In	Net Transfers
Akin	842	Enrollment	737	653	638	640	667	720	789	835	869	901	927	28	-31	11	8
		Utilization	88%	78%	76%	76%	79%	86%	94%	99%	103%	107%	110%				
Bagdad	860	Enrollment	597	627	638	663	706	763	840	921	1,008	1,093	1,175	338	-100	5	243
		Utilization	69%	73%	74%	77%	82%	89%	98%	107%	117%	127%	137%				
Block House Creek	860	Enrollment	455	436	426	402	416	423	439	448	454	456	450	42	-106	1	-63
		Utilization	53%	51%	50%	47%	48%	49%	51%	52%	53%	53%	52%				
Bush	879	Enrollment	514	517	506	495	493	470	462	457	453	452	452	94	-34	6	66
		Utilization	58%	59%	58%	56%	56%	53%	53%	52%	52%	51%	51%				
Camacho	842	Enrollment	574	557	530	536	557	583	601	603	608	611	610	73	-232	6	-153
		Utilization	68%	66%	63%	64%	66%	69%	71%	72%	72%	73%	72%				
Cox	860	Enrollment	486	454	408	387	360	330	317	308	306	302	299	74	-87	4	-9
		Utilization	57%	53%	47%	45%	42%	38%	37%	36%	36%	35%	35%				
Cypress	860	Enrollment	517	491	454	425	418	395	384	381	382	383	385	121	-81	14	54
		Utilization	60%	57%	53%	49%	49%	46%	45%	44%	44%	45%	45%				
Deer Creek	879	Enrollment	693	702	684	664	640	627	610	597	593	588	588	208	-52	7	163
		Utilization	79%	80%	78%	76%	73%	71%	69%	68%	67%	67%	67%				
Faubion ECC	600	Enrollment	451	509	531	557	576	588	603	621	640	661	679	49	-120	11	-60
		Utilization	75%	85%	89%	93%	96%	98%	101%	104%	107%	110%	113%				
Giddens	860	Enrollment	414	415	409	387	368	351	344	340	341	341	342	72	-158	4	-82
		Utilization	48%	48%	48%	45%	43%	41%	40%	40%	40%	40%	40%				
Grandview Hills	561	Enrollment	390	421	438	457	443	443	433	419	411	402	397	45	-87	8	-34
		Utilization	70%	75%	78%	81%	79%	79%	77%	75%	73%	72%	71%				
Hisle	823	Enrollment	529	595	639	669	697	760	825	883	939	991	1,049	51	-152	7	-94
		Utilization	64%	72%	78%	81%	85%	92%	100%	107%	114%	120%	127%				
Knowles	860	Enrollment	628	598	574	558	550	541	530	519	513	507	507	221	-78	4	147
		Utilization	73%	70%	67%	65%	64%	63%	62%	60%	60%	59%	59%				
Larkspur	842	Enrollment	688	671	692	722	754	771	796	802	800	789	793	32	-39	14	7
		Utilization	82%	80%	82%	86%	90%	92%	95%	95%	95%	94%	94%				

100

Below 60%	60% to 79%	80% to 100%	101% to 120%	Above 120%
Underutilized	Moderately Utilized	Optimal Utilization	Elevated Utilization	Critically Overutilized

*Projected Enrollment = resident students +/- transfers.

Projected Enrollment and Utilization by Elementary School Campus

PASA Demographic Study - 2026-27 - Leander ISD Projected Enrollment - EE-5th Grade Students*

Elementary Schools	Capacity	Enrollment	Current	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36	2036-37	2026-27 Transfers			
		Utilization												Transfers In	Transfers Out	OOD Transfers In	Net Transfers
Mason	860	Enrollment 68%	589	600	648	657	677	734	766	807	863	899	942	71	-191	2	-118
Naumann	860	Enrollment	396	374	361	336	322	311	316	319	323	323	321	78	-96	6	-12
		Utilization	46%	43%	42%	39%	37%	36%	37%	37%	38%	38%	37%				
North	823	Enrollment	727	760	804	847	886	941	968	988	1,007	1,022	1,043	25	-85	4	-56
		Utilization	88%	92%	98%	103%	108%	114%	118%	120%	122%	124%	127%				
Parkside	842	Enrollment	741	743	718	709	742	794	816	829	848	863	876	29	-8	6	27
		Utilization	88%	88%	85%	84%	88%	94%	97%	98%	101%	102%	104%				
Plain	879	Enrollment	621	614	616	625	632	650	674	691	703	717	732	53	-125	10	-62
		Utilization	71%	70%	70%	71%	72%	74%	77%	79%	80%	82%	83%				
Pleasant Hill	879	Enrollment	587	585	579	576	554	549	553	554	555	555	558	53	-109	14	-42
		Utilization	67%	67%	66%	66%	63%	62%	63%	63%	63%	63%	63%				
Reagan	842	Enrollment	708	677	657	619	607	611	620	642	667	694	720	75	-63	15	27
		Utilization	84%	80%	78%	74%	72%	73%	74%	76%	79%	82%	86%				
Reed	842	Enrollment	630	606	583	575	561	568	563	552	545	546	550	245	-113	9	141
		Utilization	75%	72%	69%	68%	67%	67%	67%	66%	65%	65%	65%				
River Place	879	Enrollment	476	455	448	473	499	522	524	525	525	523	520	37	-59	8	-14
		Utilization	54%	52%	51%	54%	57%	59%	60%	60%	60%	59%	59%				
River Ridge	842	Enrollment	301	277	264	244	256	252	255	259	262	270	278	30	-18	4	16
		Utilization	36%	33%	31%	29%	30%	30%	30%	31%	31%	32%	33%				
Rutledge	879	Enrollment	699	612	561	516	461	457	462	475	486	493	496	23	-39	15	-1
		Utilization	80%	70%	64%	59%	52%	52%	53%	54%	55%	56%	56%				
Steiner Ranch	879	Enrollment	385	366	339	332	336	334	335	337	338	337	338	34	-69	19	-16
		Utilization	44%	42%	39%	38%	38%	38%	38%	38%	38%	38%	38%				
Tarvin	842	Enrollment	725	809	927	1,003	1,081	1,144	1,225	1,329	1,420	1,497	1,576	29	-38	9	0
		Utilization	86%	96%	110%	119%	128%	136%	145%	158%	169%	178%	187%				
Westside	842	Enrollment	583	534	500	468	437	426	422	422	431	437	444	81	-109	3	-25
		Utilization	69%	63%	59%	56%	52%	51%	50%	50%	51%	52%	53%				
Whitestone	860	Enrollment	688	627	584	555	533	523	546	569	587	594	597	162	-87	7	82
		Utilization	80%	73%	68%	65%	62%	61%	63%	66%	68%	69%	69%				
Winkley	879	Enrollment	684	638	604	571	554	534	534	533	533	531	528	163	-70	10	103
		Utilization	78%	73%	69%	65%	63%	61%	61%	61%	61%	60%	60%				
Total ES Capacity	25,157																
Projected Elementary School Total			17,213	16,923	16,760	16,668	16,783	17,115	17,552	17,965	18,410	18,778	19,172				

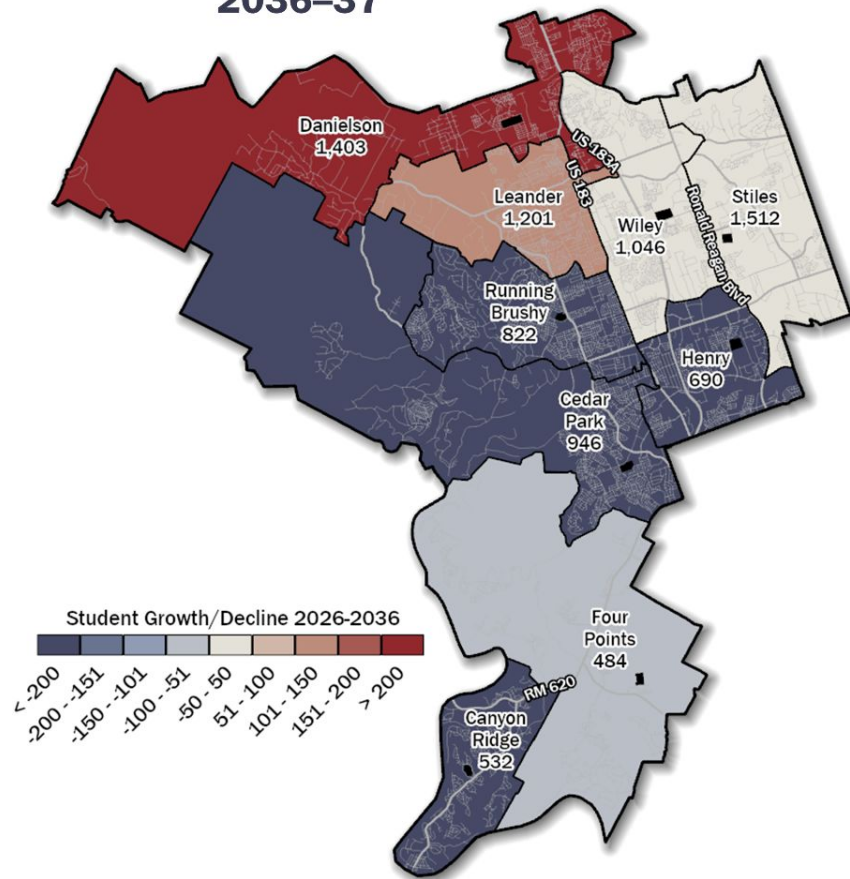
Below 60%	60% to 79%	80% to 100%	101% to 120%	Above 120%
Underutilized	Moderately Utilized	Optimal Utilization	Elevated Utilization	Critically Overutilized

*Projected Enrollment = resident students +/- transfers.

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Projected Resident Students by Middle School Attendance Zone

2036–37



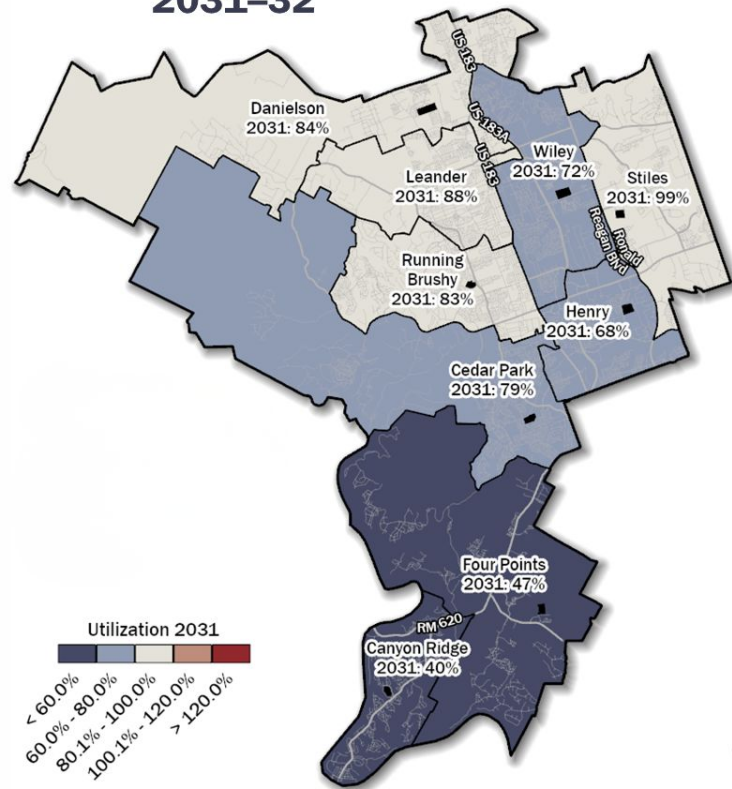
Danielson MS's attendance zone is projected to gain the most resident middle school students over the next decade, concentrating growth in the north and northwest, followed by more modest gains in the Leander MS and Wiley MS attendance zones. Central and southern zones are projected to stabilize or decline as smaller elementary cohorts advance into middle school, and limited housing turnover to families with school-age children and Alternative Educational Opportunities further constrain student replacement.

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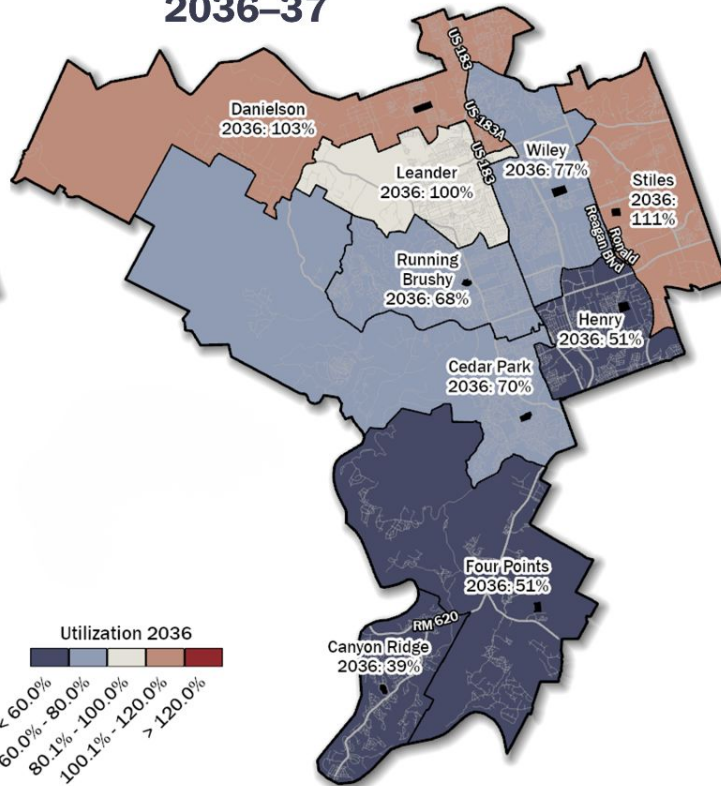
The 2026–27 middle school attendance zones are labeled with the number of students projected to live within each zone in Fall 2036. Zones are color-coded based on projected resident student growth or decline between 2026–27 and 2036–37, with shades of red indicating growth and shades of blue indicating decline.

Projected Utilization by Middle School Campus

2031-32



2036-37



Projected resident utilization increases at Danielson MS, Leander MS, and Stiles MS between 2031-32 and 2036-37. By the end of the period, Danielson is slightly over capacity, Leander reaches capacity, and Stiles is moderately over capacity. Canyon Ridge MS and Four Points MS remain substantially underutilized, while Henry MS's utilization declines, reinforcing the geographic imbalance in middle school facility demand.

The maps compare projected middle school utilization* by 2026-27 attendance zone, with 2031-32 shown on the left and 2036-37 on the right. Zones are color-coded by projected utilization on a scale ranging from dark red for schools above 120% capacity to dark blue for those below 60%.

*Utilization is projected **resident** students divided by the capacity of the school.

Projected Enrollment and Utilization by Middle School Campus

PASA Demographic Study - 2026-27 - Leander ISD Projected Enrollment - 6th- 8th Grade Students*

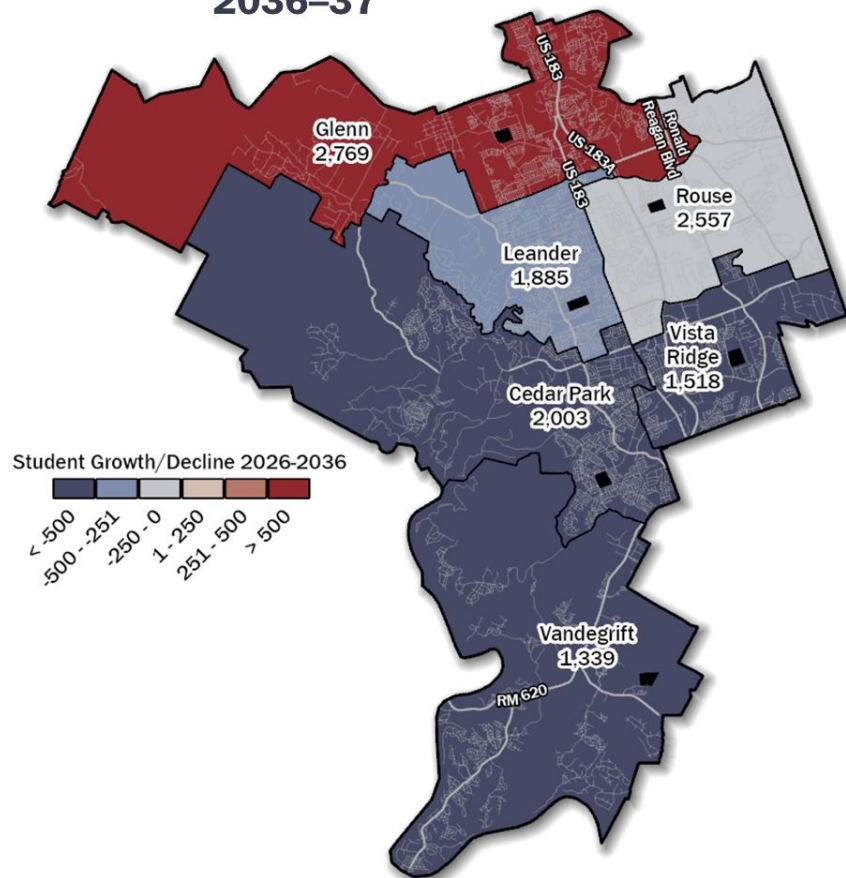
Middle Schools	Capacity	Enrollment	Current	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36	2036-37	2026-27 Transfers			
		Utilization												Transfers In	Transfers Out	OOD Transfers In	Net Transfers
Canyon Ridge	1,358	Enrollment	842	771	727	668	588	550	506	511	507	535	544	14	-7	5	12
		Utilization	62%	57%	54%	49%	43%	41%	37%	38%	37%	39%	40%				
Cedar Park	1,358	Enrollment	1,413	1,363	1,293	1,234	1,160	1,095	1,027	989	981	970	964	38	-32	12	18
		Utilization	104%	100%	95%	91%	85%	81%	76%	73%	72%	71%	71%				
Danielson	1,358	Enrollment	1,084	1,102	1,095	1,138	1,181	1,227	1,251	1,285	1,353	1,408	1,496	112	-35	16	93
		Utilization	80%	81%	81%	84%	87%	90%	92%	95%	100%	104%	110%				
Four Points	958	Enrollment	580	577	574	539	524	482	501	511	544	534	519	19	-6	22	35
		Utilization	61%	60%	60%	56%	55%	50%	52%	53%	57%	56%	54%				
Henry	1,358	Enrollment	1,226	1,234	1,159	1,102	1,034	948	859	741	711	714	709	39	-30	10	19
		Utilization	90%	91%	85%	81%	76%	70%	63%	55%	52%	53%	52%				
Leander	1,200	Enrollment	1,013	1,030	1,050	1,015	1,000	975	956	960	988	1,066	1,123	39	-120	3	-78
		Utilization	84%	86%	88%	85%	83%	81%	80%	80%	82%	89%	94%				
Running Brushy	1,208	Enrollment	1,180	1,230	1,188	1,125	1,018	965	874	832	801	789	785	36	-79	6	-37
		Utilization	98%	102%	98%	93%	84%	80%	72%	69%	66%	65%	65%				
Stiles	1,358	Enrollment	1,588	1,492	1,446	1,416	1,427	1,384	1,351	1,369	1,442	1,483	1,556	45	-15	14	44
		Utilization	117%	110%	106%	104%	105%	102%	99%	101%	106%	109%	115%				
Wiley	1,358	Enrollment	991	1,006	961	957	931	960	951	975	992	1,018	1,025	36	-64	7	-21
		Utilization	73%	74%	71%	70%	69%	71%	70%	72%	73%	75%	75%				
LEO	n/a	Enrollment	8	8	8	8	8	8	8	8	8	8	8	8	0	0	8
STEP-Detention/JJAEP	n/a	Enrollment	2	2	2	2	2	2	2	2	2	2	2	2	0	0	2
Total MS Capacity	11,514																
Projected Middle School Total			9,927	9,815	9,503	9,204	8,873	8,596	8,286	8,183	8,329	8,527	8,731				

Below 60%	60% to 79%	80% to 100%	101% to 120%	Above 120%
Underutilized	Moderately Utilized	Optimal Utilization	Elevated Utilization	Critically Overutilized

*Projected Enrollment = resident students +/- transfers.

Projected Resident Students by High School Attendance Zone

2036–37



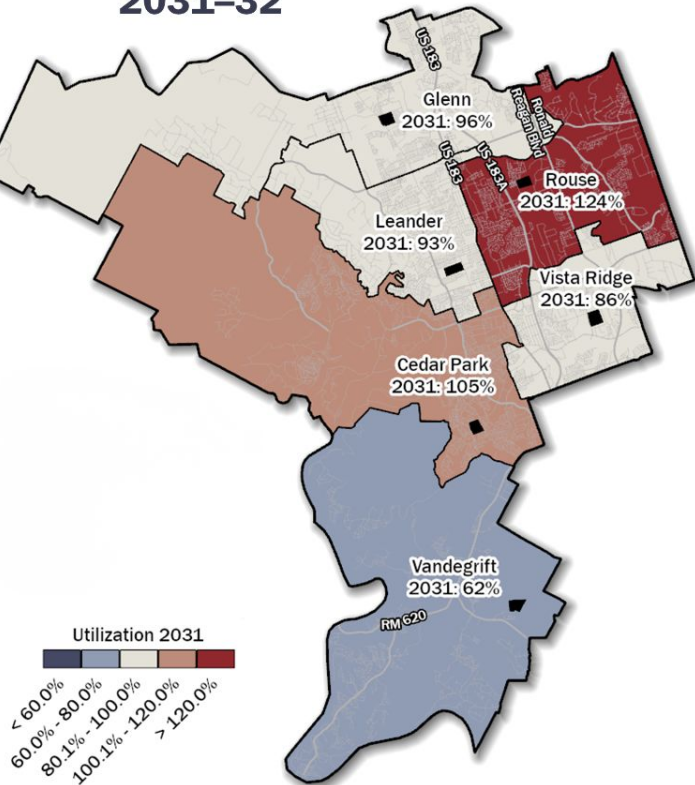
Glenn HS's attendance zone is projected to sustain growth over the next decade, while Rouse's will see near-term gains followed by declines as smaller cohorts advance into high school. Resident student populations in central and southern attendance zones are projected to decline as smaller incoming cohorts replace larger exiting classes, and limited housing turnover to families with school-age children and Alternative Educational Opportunities further constrain student replacement.

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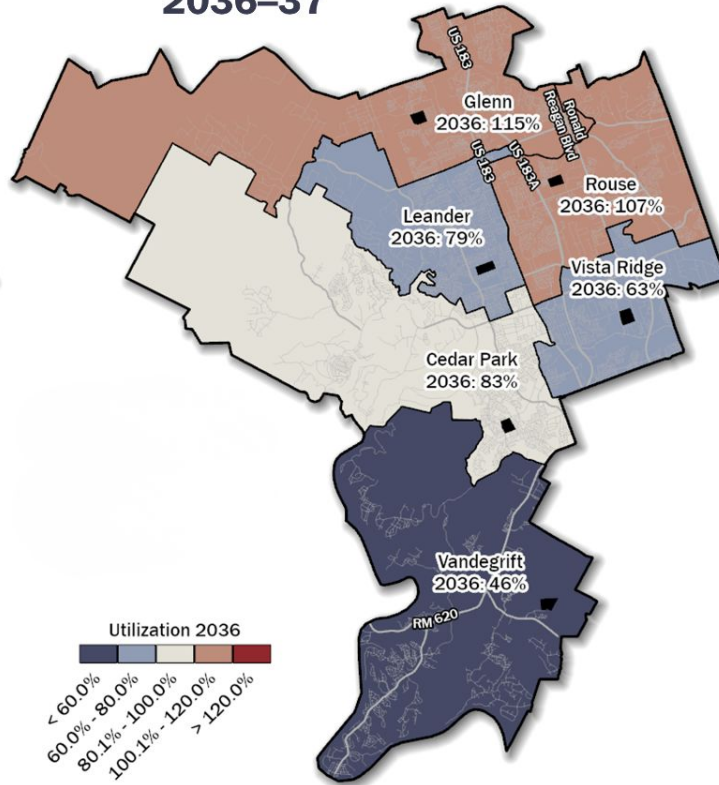
The 2026–27 high school attendance zones are labeled with the number of students projected to live within each zone in Fall 2036. Zones are color-coded based on projected resident student growth or decline between 2026–27 and 2036–37, with shades of red indicating growth and shades of blue indicating decline.

Projected Utilization by High School Campus

2031–32



2036–37



Rouse HS faces the greatest capacity pressure in 2031–32, with utilization declining by 2036–37 but remaining above capacity. Glenn HS's utilization increases to exceed capacity by the end of the period, while Cedar Park HS moves from slightly over capacity to below capacity. Utilization also declines at Leander HS, Vista Ridge HS, and Vandegrift HS, with Vandegrift showing the lowest rates of utilization.

The maps compare projected high school utilization* by 2026–27 attendance zone, with 2031–32 shown on the left and 2036–37 on the right. Zones are color-coded by projected utilization on a scale ranging from dark red for schools above 120% capacity to dark blue for those below 60%.

*Utilization is projected **resident** students divided by the capacity of the school.

Projected Enrollment and Utilization by High School Campus

PASA Demographic Study - 2026-27 - Leander ISD Projected Enrollment - 9th- 12th Grade Students*

High Schools	Capacity	Enrollment	Current	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36	2036-37	2026-27 Transfers			
		Utilization												Transfers In	Transfers Out	OOD Transfers In	Net Transfers
Cedar Park	2,400	Enrollment	2,318	2,338	2,325	2,407	2,379	2,297	2,218	2,103	1,967	1,874	1,786	38	-261	6	-217
		Utilization	97%	97%	97%	100%	99%	96%	92%	88%	82%	78%	74%				
Glenn	2,400	Enrollment	1,864	1,904	1,969	2,091	2,183	2,232	2,345	2,448	2,515	2,615	2,705	143	-229	22	-64
		Utilization	78%	79%	82%	87%	91%	93%	98%	102%	105%	109%	113%				
Leander	2,400	Enrollment	2,112	1,996	1,988	2,024	2,089	2,137	2,125	2,035	1,959	1,856	1,794	190	-294	13	-91
		Utilization	88%	83%	83%	84%	87%	89%	89%	85%	82%	77%	75%				
Rouse	2,400	Enrollment	2,515	2,685	2,846	2,951	3,008	2,925	2,833	2,734	2,625	2,556	2,495	65	-161	34	-62
		Utilization	105%	112%	119%	123%	125%	122%	118%	114%	109%	107%	104%				
Vandegrift	2,900	Enrollment	2,301	2,197	2,075	2,028	1,938	1,846	1,733	1,577	1,473	1,392	1,378	36	-36	39	39
		Utilization	79%	76%	72%	70%	67%	64%	60%	54%	51%	48%	48%				
Vista Ridge	2,400	Enrollment	2,342	2,247	2,278	2,171	2,151	2,092	1,987	1,927	1,772	1,651	1,535	77	-85	25	17
		Utilization	98%	94%	95%	90%	90%	87%	83%	80%	74%	69%	64%				
Early College	n/a	Enrollment	263	263	263	263	263	263	263	263	263	263	263	257	0	6	263
LEO	n/a	Enrollment	33	33	33	33	33	33	33	33	33	33	33	33	0	0	33
New Hope	n/a	Enrollment	74	74	74	74	74	74	74	74	74	74	74	73	0	1	74
Geiger Compass Center	n/a	Enrollment	144	144	144	144	144	144	144	144	144	144	144	144	0	0	144
STEP - CORE, Detention, JJAEP	n/a	Enrollment	10	10	10	10	10	10	10	10	10	10	10	8	0	0	8
Total HS Capacity	14,900																
Projected High School Total			13,976	13,891	14,005	14,196	14,272	14,053	13,765	13,348	12,835	12,468	12,217				

Below 60%	60% to 79%	80% to 100%	101% to 120%	Above 120%
Underutilized	Moderately Utilized	Optimal Utilization	Elevated Utilization	Critically Overutilized

*Projected Enrollment = resident students +/- transfers.

2026–27 Demographic Study Key Findings



Aging Student Population

Smaller entering classes are replacing larger exiting high school cohorts, placing continued downward pressure on enrollment.



Students from New Housing

New construction contributes approximately 600–1,000 students annually in targeted growth areas, with this contribution projected to stabilize later in the projection period.



Birth Trends

Births to resident mothers continue to rise, expanding the potential pool of future students.

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Kindergarten Enrollment

Despite rising births, the kindergarten capture rate has declined. In 2026–27, kindergarten enrollment fell below the corresponding birth cohort for the first time.



Alternative Educational Opportunities

BASIS Leander's opening contributed to enrollment losses, while private school and microschool options continue to expand. PASA estimates that approximately 270 TEFA awards went to District residents previously attending public schools.

Leander ISD's enrollment outlook reflects smaller entering classes and expanding educational alternatives, with rising births and new housing providing growth potential that is increasingly concentrated in specific areas of the District.



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GUIDING QUESTIONS

- What clarity do PASA's demographic projections provide regarding LISD's future enrollment trends and long-term planning considerations?
- How should these insights inform the Board's long-term priorities and future decision-making?

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DISCUSSION

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