LEANDER✦ISD
LEADING TO A BRIGHT FUTURE

Special Meeting Agenda
Tuesday, January 17, 2023
LEO Conference Center
300 S. West Dr.
Leander, TX 78641
6:15 PM

During meetings of the Board of Trustees, we want to give our public access while providing a safe and secure environment. If you're planning to attend the meeting, please review the meeting protocols designed to help manage health, safety, decorum and citizen comments. The Board meeting protocols are available at **https://bit.ly/3DHAR4v**.

Note, the district has instituted a clear bag policy for members of the public at all Board meetings (see the link above for details).

Doors will open to the public at 5:30 PM.
Members of the public may access this meeting via live stream at **https://live.myvrspot.com/st?cid=MmVIZD**. Please note, this link will not be active until approximately 5 minutes before the scheduled meeting time.

This is a Special Meeting of the Board of Trustees. At Special meetings, Citizen Comments will be limited to topics listed on the agenda. Citizens wishing to address the Board of Trustees may do so in-person at the meeting location noted on the agenda. In order to address the Board, individuals must sign up online at **http://bit.ly/3ifeDSm** *between noon on Friday, January 13 and noon on Tuesday, January 17*. 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 January 11, 2023, at 3:37 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. **BOARD TRAINING**
   A. Evaluating and Improving Student Outcomes (EISO) Training   2
4. **BOARD MEETING DEBRIEF**
5. **ADJOURNMENT**

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

Leander ISD Board Meeting Agenda Item Information
Meeting Date: Tuesday, January 17, 2023

|	
Agenda Item:	Evaluating and Improving Student Outcomes (EISO) Training
Purpose (this meeting):	☒ Discussion Item/Report Only ☐ Action Requested
Administrator Responsible:	Laurelyn Arterbury and Brenda Cruz
Attachments:	Evaluating and Improving Student Outcomes Presentation

Background Information:
During the 85th Legislative Session, Senate Bill 1566 passed which introduced a requirement for Board of Trustees training. Board members are required to complete a three-hour training that focuses on the Board's role in Evaluating and Improving Student Outcomes (EISO). This training fulfills the Trustees' requirement for EISO training as outlined by Senate Bill 1566.

Administrative Recommendation:
N/A

Sample Motion:
N/A
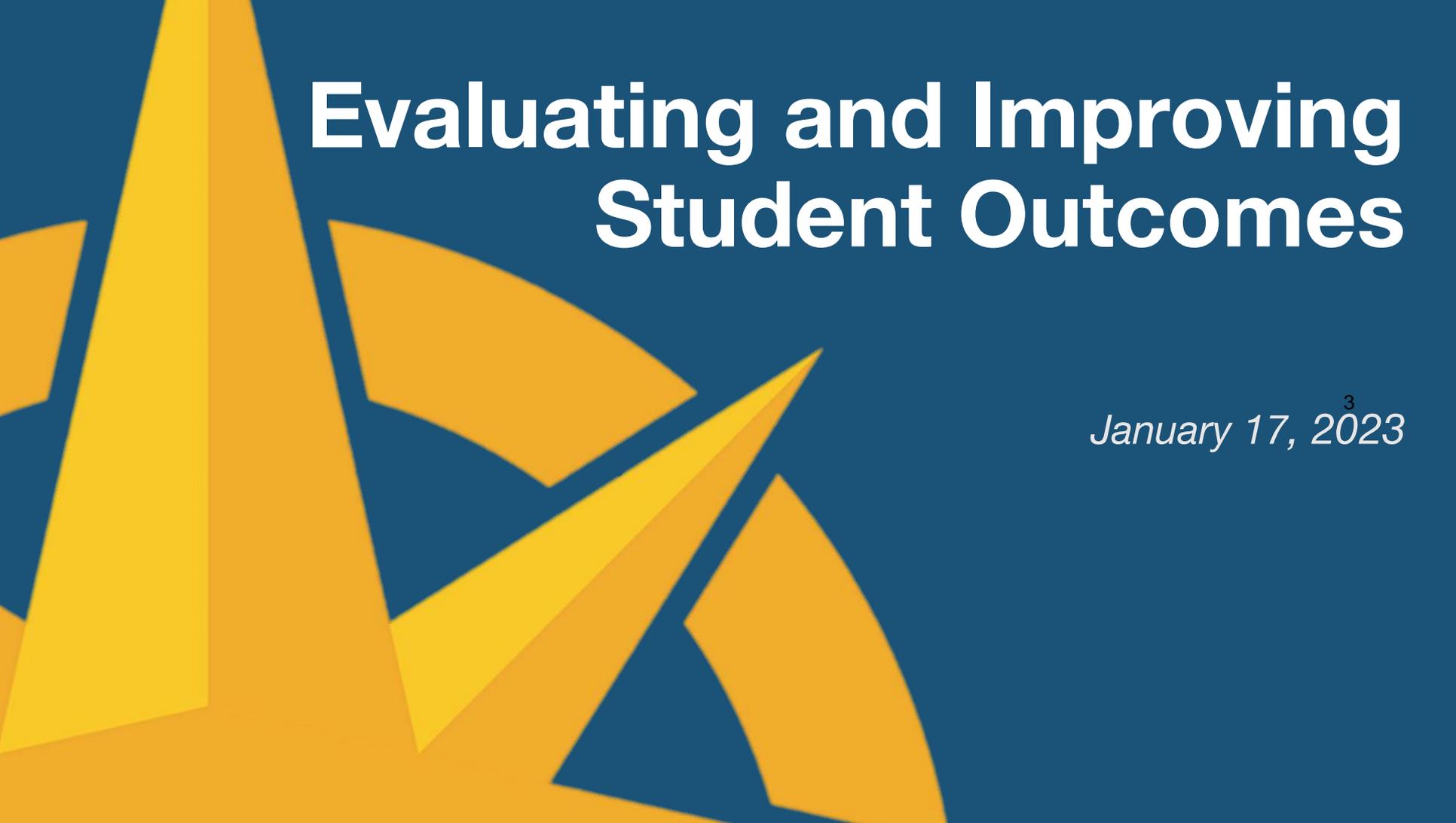
Welcome!
Evaluating and Improving Student Outcomes

Role of the Board:	**Trustees will:**
Oversight of Academic Achievement (TEC Section 11.1515)	❑ Discuss school board behaviors correlated with improved student outcomes
▪ The board of trustees of an independent school district or the governing body of an open-enrollment school shall provide oversight regarding student academic achievement and strategic leadership for maximizing student performance.	❑ Review State Accountability and TEKS ❑ Explore progress monitoring practices with an emphasis on students with disabilities and emergent bilingual students

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"Our vision is of a governance system, school board, and superintendent working together as a cohesive, unified team with a common vision driven by a shared moral imperative."

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The Governance Core, p.2

'Unity of purpose is a common focus, super-ordinate goals and the core values and beliefs governance team members share in common about children, the district and public education. Unity of Purpose helps them transcend their differences to[7] fulfill a greater purpose.'

(Long Beach Unified School District, 2003, Governance Handbook)

The Governance Core, p.21

LEANDER ISD

CORE BELIEFS

As a public school organization, we hold these truths as our core beliefs:

› Each and every student is at the heart of our decisions. This requires a focus on students and all elements that impact their overall student experience in order for them to reach their maximum potential.

› LISD life-changers (each and every staff member) should be empowered so they can inspire our students to own their learning.

› Our LISD family, which includes our students and their families, life-changers, board, and community members, thrives when we ensure a welcoming, safe, and caring environment in which we treat one another with integrity, respect, fairness, and acceptance while appreciating our differences.

› A deliberate and intentional focus on relevant and deeper learning for each student will optimize individual outcomes and personal growth.

› Developing and maintaining meaningful, collaborative relationships between all our LISD family is vital for a whole child, student-driven experience.

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Vision

The #1LISD community
cultivates each student individually
to produce the most sought-after creators
of our future world.

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Mission

We will cultivate each individual student by:

- Knowing and appreciating them

- Creating a safe and supportive environment to nurture their personal growth

- Partnering with each family

Year 1 (2019-2020): Our Foundation Year

October 2019 — **Hopes & Dreams Discussions & Discernment of Community Based Accountability Models**

December 2019 – January 2020 — **Special Education Symposiums**

February 2020 — **Community Conversations around Hopes and Dreams**

March 2020 — **Equity & Access Community Forums**

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Year 2 (2020-21): Continuing to Build a Strong Foundation

Summer/ Fall 2020- — **Core Beliefs, Mission and Vision Development**

October 2020 May 2021 — **Graduate Profile Redesign**   12

December 2020 — **Established District Goal Priority Areas**

Spring 2021 — **Developed Strategic Planning Framework**

Year 3 (2021-22): Our Baseline & Alignment Year

September 2021 - February 2022	**Updated Hopes and Dreams Community Conversations**
September 2021 - May 2022	**Strategic Plan Development**
May - September 2022	**DIP & CIP Alignment**
June - September 2022	**Board Calendar Planning**
June - August 2022	**Superintendent Evaluation Instrument**
August - September 2022	**Inaugural CBAS Report**
Beginning September 2022	**Alignment of School Improvement Visits & Site-based Teams**

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LISD Strategic Plan

Empowered Student Learning

Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

Empowered Staff

Attract, grow and retain a collaborative community of first-rate employees who are empowered to meet the needs of each and every student.

Impactful Family Engagement

Engage our diverse community by fostering positive relationships through reciprocal communication and collaboration.

Equitable Access

Ensure equitable access to opportunities by eliminating barriers for each and every student.

Safe and Innovative Learning Environments

Provide safe, supportive, inclusive, and innovative environments to inspire each individual learner.

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Leander ISD Strategic Focus Areas and Goals

Goal Area

Goal Statement

Impact/ Benefit

High Yield Strategies/System Response

Key Questions

Evidence

Strategic Focus Area: Empowered Student Learning

Goal: Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

Impact: Students will have agency over their learning, build a growth-centered mindset, and feel empowered to pursue their dreams.

High Leverage Strategies

- Create and support a culture of deeper learning for all students and staff.
- Refine existing and develop new systems to promote student ownership of learning.
- Align processes to support students and staff in the acquisition of the LISD Graduate Profile.

Key Questions & Evidence

Key Questions:	Proposed Evidence:
- To what degree do students have the opportunity to engage in meaningful learning experiences to deeply explore and investigate areas of aptitude and interest and build real-life skills for *their* future? - To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school? To what degree do we scaffold our support of students to ensure we are withdrawing supports appropriately? - To what extent are Leander ISD students demonstrating the Graduate Profile attributes? - To what degree do we provide opportunities or students to develop a growth mindset and reflect on their academic and personal growth? - To what degree do students feel inspired to be curious, pursue interests and passions?	- Perceptual survey of students, staff, and parents related to opportunities and supports for deeper learning, overall well-being, level of engagement, and student empowerment. - Standards-based grading practices and reporting of Graduate Profile attributes and skills. - Graduate Profile Capacity Matrices. - State & National Standardized Assessment Data. - District & Campus Assessment Data. - Performance Assessments Data. - Alumni surveys and focus groups. - Student Portfolios/ Student Defense of Learning Opportunities.

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Trustees will:

☑ **Discuss school board behaviors correlated with improved student outcomes**

☐ Review State Accountability and TEKS

☐ Explore progress monitoring practices with an emphasis on students with disabilities and emergent bilingual students

Objectives

Theory Of Action

If Principals do X → Then Teachers will be able to do Y → So that Students will be able to learn at high levels.

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Theory Of Action

If Board of Trustees do X → Then Superintendent will be able to do Y → So that we will realize the Vision, Mission & Graduate Profile.

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Theory Of Action

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

Strategic Plan 2022-2026 LEANDER ISD

Theory Of Action

Then Superintendent will be able to do Y

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

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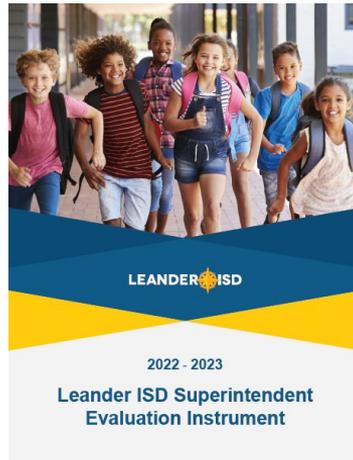
19

Theory Of Action

If Board of Trustees do X

Then Superintendent will be able to do Y

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

Board Purpose, Goals & Evaluation

Board Meeting Agendas

2022 - 2023
Leander ISD Superintendent Evaluation Instrument

Strategic Plan 2022-2026   LEANDER ISD

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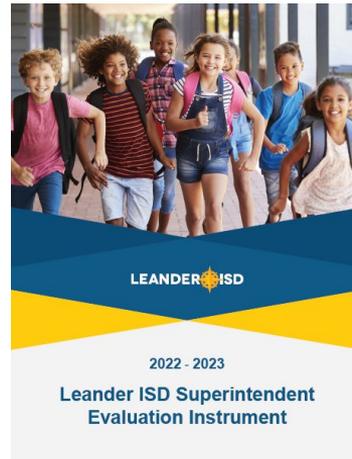
Board Purpose

The purpose of the LISD Board of Trustees is to unleash the potential of each and every learner in our system by listening to and engaging with the community in order to advocate for every student's needs while continuously improving, enhancing, and optimizing the system *for student success*.

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Theory of Action - Board

What are the most important board actions and behaviors that will support and drive these efforts?

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TIME FOR A BREAK
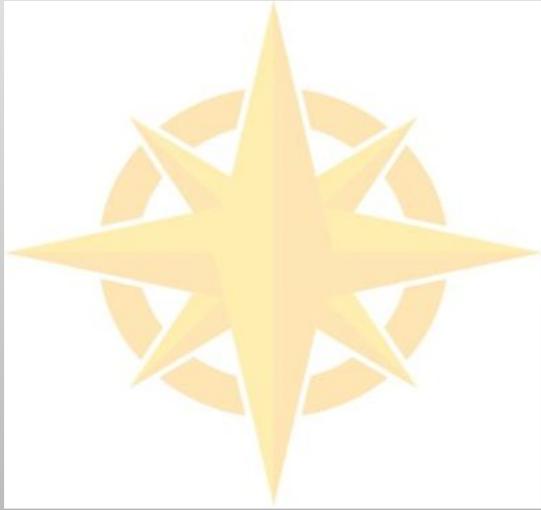
Review Affinity

Trustees will:

☐ Discuss school board behaviors correlated with improved student outcomes

☑ **Review State Accountability and TEKS**

☐ Explore progress monitoring practices with an emphasis on students with disabilities and emergent bilingual students
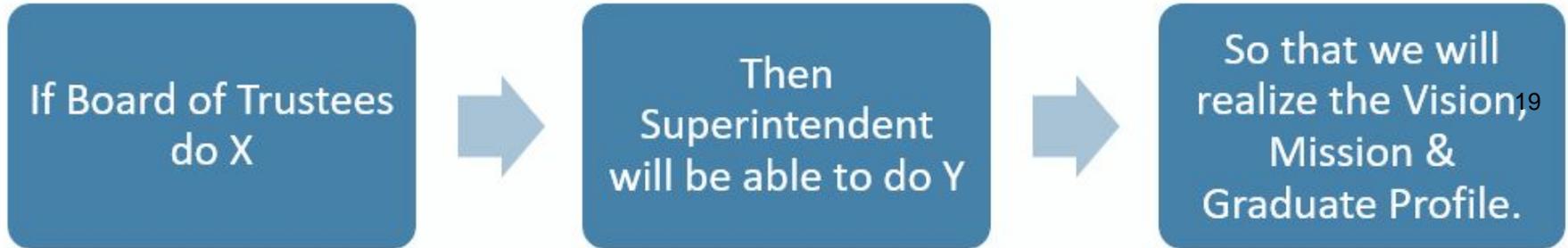
Objectives 27

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State Assessments

STAAR

STAAR is the state's testing program and is based on state curriculum standards in core subjects including reading, writing, mathematics, science, and social studies. STAAR tests are designed to measure what students are learning in each grade and whether or not they are ready for the next grade.

TELPAS

To assess the progress that limited English proficient (LEP) students, also referred to as English learners (ELs) or Emergent Bilingual (EBs), make in learning the English language.
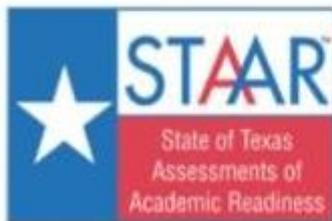
STAAR Alt 2

This assessment is for students who have been determined to have a significant cognitive disability and meet the state's participation requirements for STAAR Alternate 2.

TELPAS Alt 28

To meet the federal requirements mandated under the Every Student Succeeds Act (ESSA), which requires states to administer an alternate English language proficiency (ELP) assessment for students with the most significant cognitive disabilities

TEA Texas Education Agency | TE★AS ASSESSMENT

VISIT TXSCHOOLS.GOV

State Assessments

STAAR — State of Texas Assessments of Academic Readiness

STAAR Grades 3-8
- Reading/ELA
- Math
- Science (Gr. 5 & 8 only)
- Social Studies (Gr. 8 only)

→ HB 4545 (Intervention) if not meeting passing standard

TEKS

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STAAR End of Course (EOC)
- Algebra I
- English I
- English II
- Biology
- US History

→ Must meet passing standard on all 5 tests to meet graduation requirements

→ HB 4545 (Intervention) if not meeting passing standard

New STAAR Assessments for 2023
STAAR Redesign

State Assessments

Current Accountability System
(New 2023 Accountability System - September 2023)

Domain 1: Student Achievement

- Performance on State Assessments
- College and Career Readiness
- Graduation Rate

Domain 2: School Progress

- Academic Growth of students in reading and math (Gr 4-8; Alg I; Eng II)
- Relative Performance of campus to similar Eco Dis campuses

Domain 3: Closing the Gaps

- Federal requirement: Analysis by student group
- Academic Achievement in Reading and Math (Meets level)
- Graduation Rate
- English Language Proficiency
- School Quality

A-F
TEXAS PUBLIC SCHOOL ACCOUNTABILITY SYSTEM

TXschools.gov

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LISD Strategic Plan Focus Areas	State Accountability (Summative Measure)	AND	Leander ISD Community Based Accountability (Formative and Summative Measures)
Empowered Student Learning	• Performance on STAAR Grades 3-8 and End of Course, TELPAS/TELPAS Alternate and STAAR Alternate 2 • STAAR Growth Performance • Graduation Rate • College, Career and Military Readiness (CCMR) • Distinguished Levels of Achievement compared to state chosen similar campuses		• NWEA MAP (grades K-8) • Istation Indicator of Progress (ISIP) (grades K-8) • PSAT • Elective Participation • Student, Parent and Staff Survey data • Industry Based Certifications (IBC)
Empowered Staff	• *Not measured/ reported in State Accountability*		• Student, Parent and Staff Surveys 31 • Professional Learning Communities Collaborative Team Commitment Rubric • Recruitment and Retention Data
Impactful Family Engagement	• *Not measured/ reported in State Accountability*		• Survey data
Equitable Access	• STAAR Performance /growth among student groups in relation to a state target • CCMR and Graduation Rates disaggregated by student groups		• Student, Parent and Staff Perceptual Data • Course and Program Participation Measures
Safe and Innovative Learning Environment	• *Not measured/ reported in State Accountability*		• Student, Parent and Staff survey data

Trustees will:

- ☐ Discuss school board behaviors correlated with improved student outcomes

- ☐ Review State Accountability and TEKS

- ☑ **Explore progress monitoring practices with an emphasis on students with disabilities and emergent bilingual students**

Objectives

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Texas Students in Special Population Categories
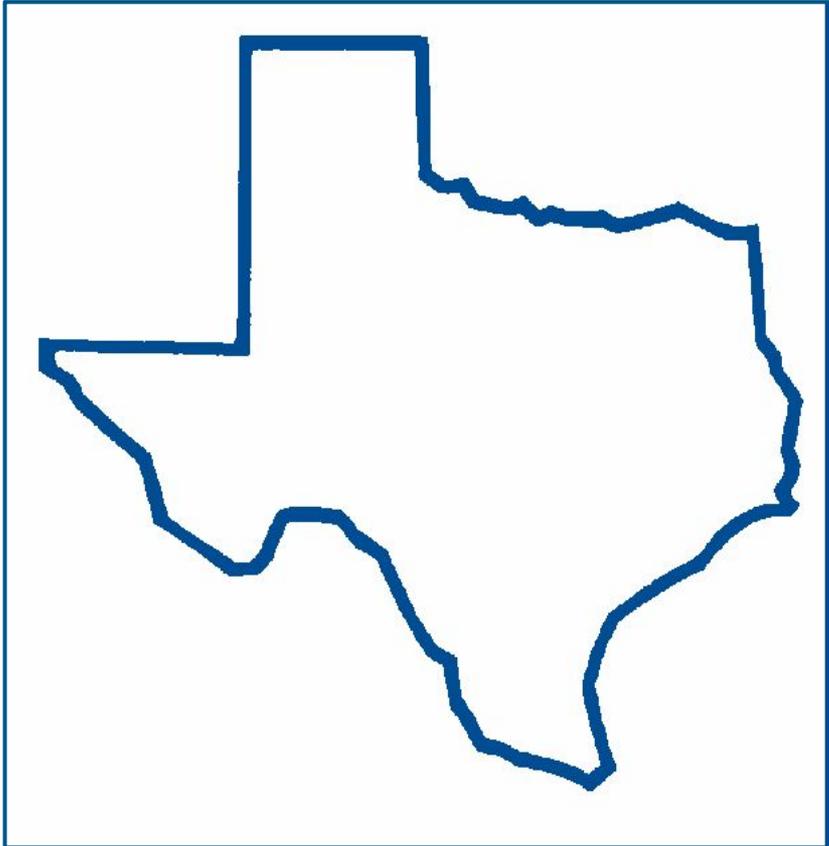
Emergent Bilingual Students/ English Learners — LISD: 10%

Students Served in Special Education — LISD: 13%

504 Students Served in Section 504 — LISD: 10%

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Serving Students in Special Education

What is Free Appropriate Public Education (FAPE)?

FAPE

Cornerstone of IDEA, the Individuals with Disabilities Education Act, our nation's special education law

States that each eligible child with a disability is entitled to a free appropriate public education (FAPE)

+

Emphasizes special education and related services designed to meet the child's unique needs and prepares the child for future opportunities

School districts MUST ensure FAPE to students with disabilities and implement the requirements of IDEA and state laws

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What is Child Find?

School districts MUST Identify, Locate, and Evaluate ALL students in need of SPED Services

Federal requirement under IDEA – ALL children ages birth to 21 in need of SPED services are:

🔍 **IDENTIFIED**   📍 **LOCATED**   📋 **EVALUATED**

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Evaluation provides information to assist in determining:

- Whether the student has a disability
- The need for Specially Designed Instruction, which is Special Education, and related services
- The need for evidence-based interventions and how to monitor student's progress

**TEA Child Find & Evaluation: https://bit.ly/TEAChildFind

Technical Assistance: Child Find & Evaluation
TEA

What is Least Restrictive Environment (LRE)?

Goal of LRE: To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. As noted in 19 TAC §89.63 LRE provides placement options, instructional arrangements and settings such as:

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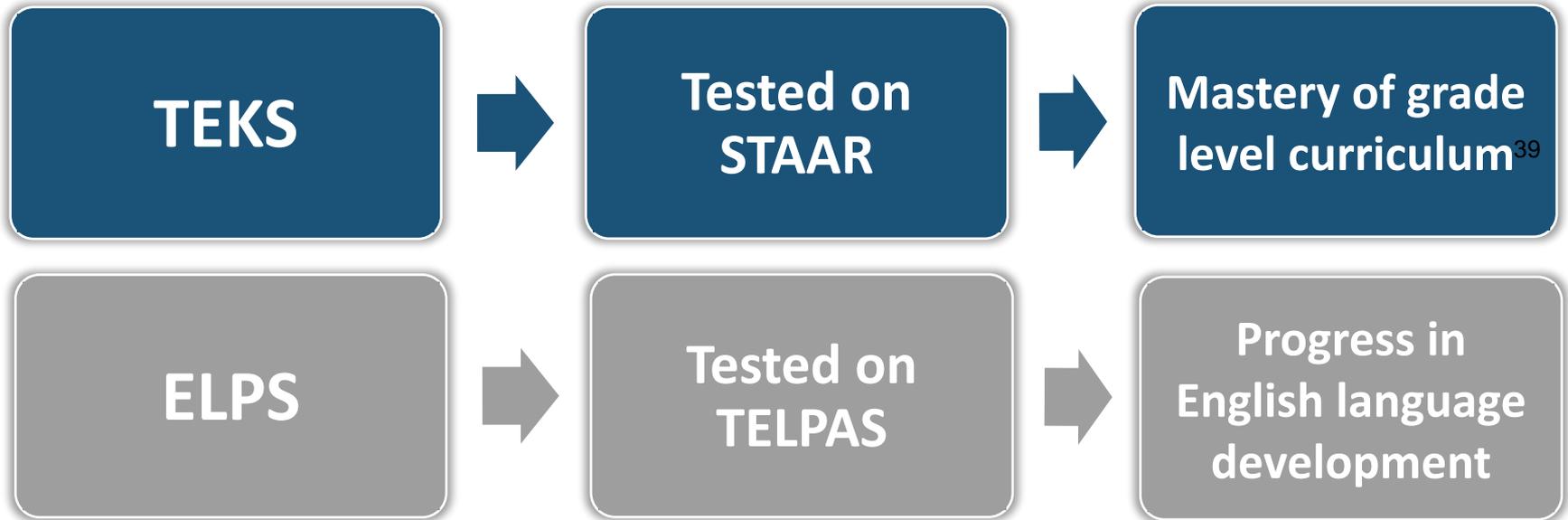| MAINSTREAM:	RESOURCE ROOM/SERVICES:	SELF-CONTAINED:	HOMEBOUND:
Provides services in the **general education classroom** in accordance with the student's IEP.	Provides services in a setting other than general education classroom for less than 50% of the regular school day	Provides services in a self-contained program for 50% or more of the regular school day	Provides services to students who are served at home or hospital bedside

Serving Emergent Bilingual Students in Texas

Identifying and Serving Emergent Bilingual Students

- English learner identification occurs within 4 weeks of first time Texas public school enrollment
- English Language Proficiency Standards (ELSPS)

TEKS → **Tested on STAAR** → **Mastery of grade level curriculum**[39]

ELPS → **Tested on TELPAS** → **Progress in English language development**
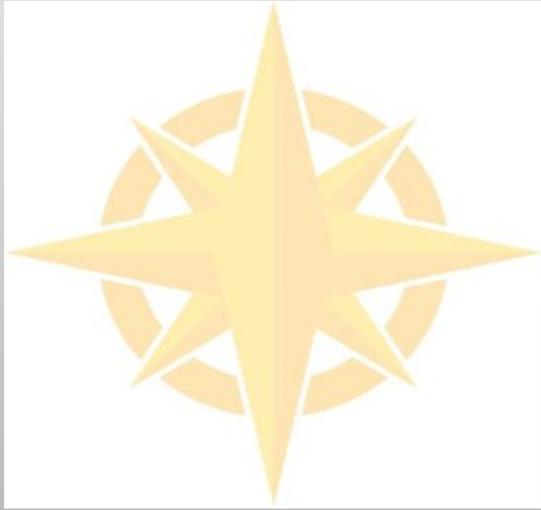
Progress Monitoring Practices

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Board Planning Calendar

Board Agenda Priorities	July	August	September	October	November	December	December Board Retreat	January	February	March	April	May	June
STRATEGIC PLANNING		Community-based Accountability Report	District and Campus Improvement Plans	Empowered Student Learning Formative Review	Impactful Family Engagement - Formative Review	Strategic Plan Progress Monitoring Update (Signaling Chart)	Strategic Plan Progress Monitoring Update (Signaling Chart)	Equitable Access-Formative Review	Empowered Staff - Formative Review	Strategic Plan Progress Monitoring Update (Signaling Chart)	Safe & Innovative Learning Environments	Strategic Plan Progress Monitoring Update (Signaling Chart)	DIP Summative Review/ CNA
	Monitor goals/ board priorities	*Monitor goals/ board priorities*	*Monitor goals/ board priorities*	*Monitor goals/ board priorities*	*Monitor goals/ board priorities*	*Monitor goals/ board priorities*	*Monitor goals/ board priorities*	*Monitor goals/ board priorities*	*Monitor goals/ board priorities*	*Monitor goals/ board priorities*	*Monitor goals/ board priorities*	*Monitor goals/ board priorities*	*Monitor goals/ board priorities*
STUDENT GROWTH--MULTI DIMENSIONAL		Student Learning Data -STAAR Accountability Report	CTE Program Update & IBCs	Learning Outcome Data: HB3 Goals Review — Student Growth Data: BOY MAP and ISIP	Highlight Student and Family Engagement	Learning Outcome Data: CCMR Measures		DEI Update and Equity Inventory	Student Growth Data: MOY MAP and ISIP — RSK & TxKEA — Student Learning Data: TAPR (public hearing)			SSAC Presentation	41 Student Growth Data: EOY MAP and ISIP Accelerated Instruction (Public Hearing - prior to budget)
							Campus Spotlight						
TEACHING & LEARNING			State Comp Ed Manual Annual Review & Adoption (should go in August) - Friday memo & on consent	Technology & Instructional Materials Allotment (TIMA) — Annual Counseling Update	New Course Proposals	Academic Calendar Adoption *(District of Innovation expires Feb 2028)*		Technology & Instructional Materials Allotment (TIMA)		PUBLIC HEARING: Instructional Materials Selection Review and Public Hearing *(annually in March)*	Consider Approval of Instructional Materials Selection Adoption *(annually in March)*		Public Hearing on Optional Flexible School Day Program Reapplication (1st mtg in June)

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Consensogram

To what degree does the new board agenda planning process support the progress monitoring practices of the board?
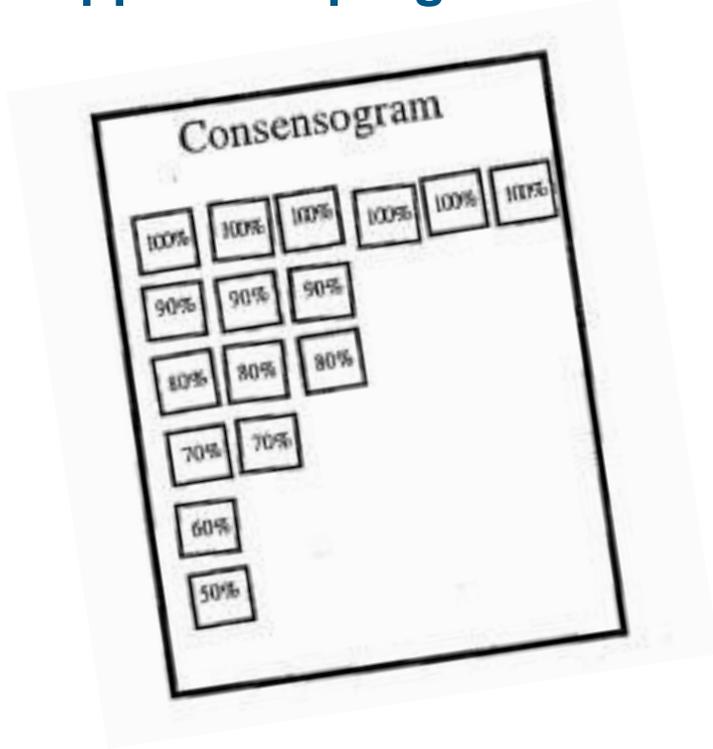
Front of Sticky Note:
What is your current level of commitment?

Back of Sticky Note:
What would it take to raise your level of commitment?

Objectives

Trustees will:

✔ Discuss school board behaviors correlated with improved student outcomes

✔ Review State Accountability and TEKS

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✔ Explore progress monitoring practices with an emphasis on students with disabilities and emergent bilingual students

Questions

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