# LEANDER ISD
## LEADING TO A BRIGHT FUTURE

**Regular Meeting with Public Hearing Agenda**
**Thursday, February 5, 2026**
**Linda Lippe Instructional Materials Center**
**1775 W New Hope Drive**
**B1001.01 and B1001.02**
**Cedar Park, Texas 78613**
**6:15 PM**

**The 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.

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

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

The notice for this meeting was posted in compliance with the Texas Open Meetings Act on January 30, 2026, at 3:43 PM.

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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. **OPENING CEREMONY**
   A. Pledge of Allegiance
   B. Moment of Silence
3. **RECOGNITION**
   A. Spotlight on Learning: Plain Elementary School     3
4. **CITIZEN COMMENTS** *(See the notes at the top of the agenda for instructions on how to sign up and details regarding speaking.)*
5. **PUBLIC HEARING**
   A. 2024-2025 District Annual Report of the Texas Academic Performance Report     10
   (TAPR) and Public Hearing
6. **CITIZEN COMMENTS FOR PUBLIC HEARING** *(See notes at the top of the agenda for instructions on how to sign up and details regarding speaking.)*
7. **CONSENT AGENDA**
   A. Consider Adoption of Local Policies CJ, CJA, DBD, and FFG     51
   B. Consider Approval of Minutes of Regular and Called Board Meetings     60
   C. Consider Resolution Regarding a Period of Prayer and Reading of Religious     65
   Text During the School Day Pursuant to Senate Bill 11
   D. Consider Approval of Remote Homebound Waiver     67
   E. Consider Approval of Resolution Claiming a Good Cause Exception to House     68
   Bill 3

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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)]

JPE empowers!

**Ms. Coltharp and Ms. Brittain**

EMPOWERED LEARNING INSTITUTE
PEDAGOGY • TECHNOLOGY • CONTENT

CLASS FAMILY
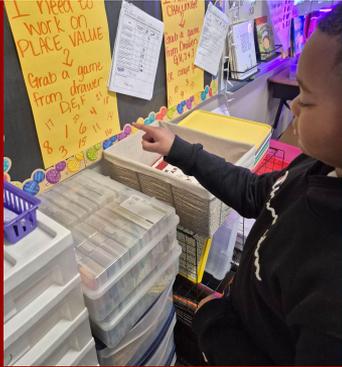
2nd Grade

High-Impact TEAMS in a PLC at Work®
INSTITUTE
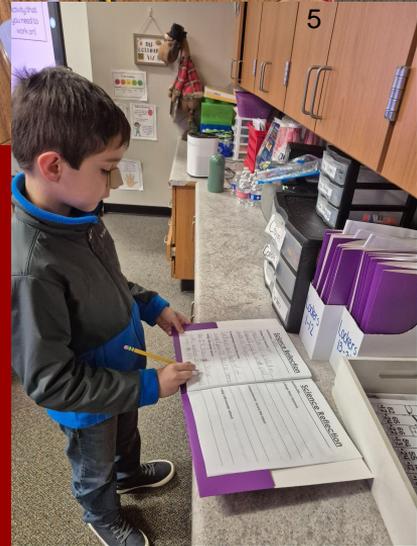
# Mrs. Leaming's students are empowered to use their strengths to support ALL of their classmates in reaching their goals!



## Our Class Goals and Growth
### Check out our data...We are LOCKED IN!

Our Mission: We exist to support our school community and ensure high levels of learning by empowering ALL to reach their goals.

Our Vision: At Plain, we aspire to be a safe and loving community that empowers students to be lifelong learners who positively contribute to the world.

We will use our stregths to help others. We will grow TOGETHER!
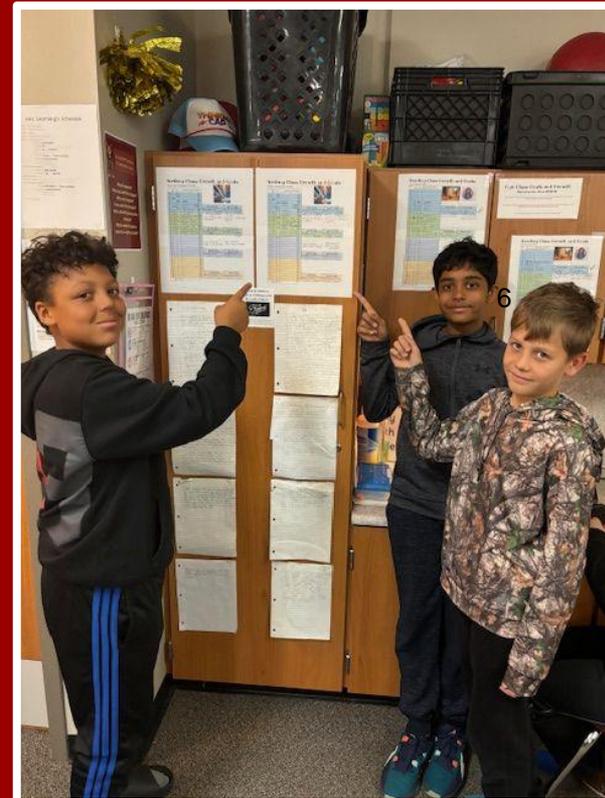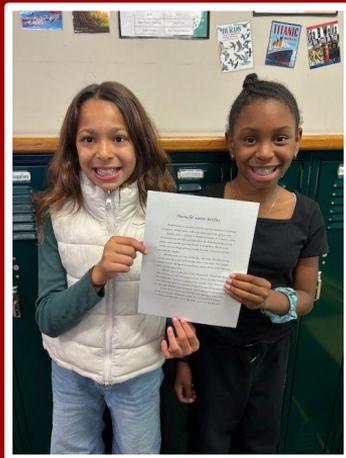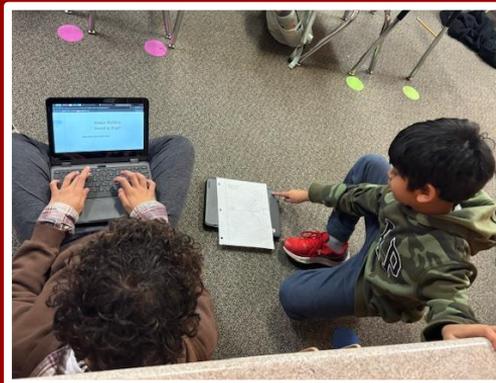
Mrs. Baker and her students are empowering ALL to reach their goals by becoming critical & creative thinkers, as well as skilled communicators & collaborators.

Mr. Page and his students are empowering ALL to use their problem solving and creative thinking skills to reach their goals!
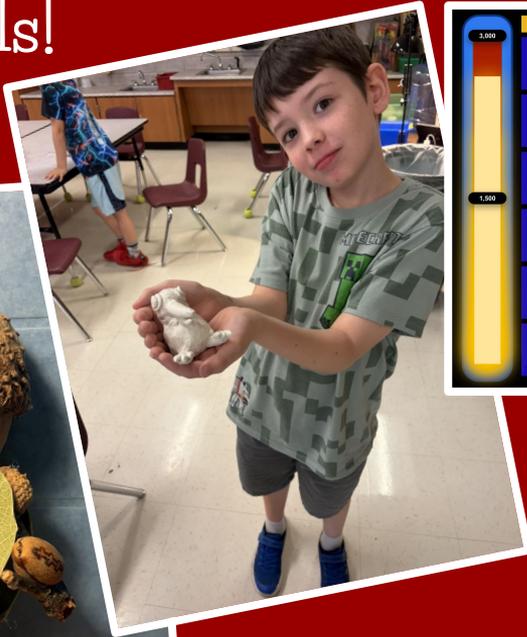
Mrs. Learning - 5th

| Elements of Art and Principles of Design | Different Materials | Technique and Skills | Story Telling | What is the Meaning |
|---|---|---|---|---|
| $100 | $100 | $100 | $100 | $100 |
| $200 | $200 | $200 | $200 | $200 |
| | | | | |
| $400 | $400 | $400 | $400 | $400 |
| $500 | | | $500 | $500 |

Jim Plain Elementary
2025-2026
ADVENTURE awaits

# So what does it mean to be a part of the Pride?

## Jim Plain Motto

"I am the pride of Jim Plain. We are PAWSitively changing the world!"

# Leander ISD Board Meeting Agenda Item Information
## Meeting Date: Thursday, February 5, 2026

| | |
|---|---|
| **Agenda Item:** | 2024-2025 Annual District Report of the Texas Academic Performance Report (TAPR) and Public Hearing |
| **Purpose:** | ☒ Discussion Item/Report Only ☐ Action Requested |
| **Administrator Responsible:** | Brenda Cruz, M.Ed., Assistant Superintendent, Empowered Learning, Amy Sharp, Ed.D., Director of Learning Impact, and Emily Gray, Sr. Coordinator of K-12 Measures |
| **Attachments:** | 2024-2025 District Annual Report of the Texas Academic Performance Report (TAPR) and Public Hearing Presentation |

**Background Information:**

A summary of the 2024-25 District Annual Report of educational performance and the Texas Academic Performance Report (TAPR) will be presented, followed by a public hearing in compliance with Texas state law. Resources referenced in the report may be found on the Texas Education Agency's (TEA) website.

**Administrative Recommendation:**

N/A

**Sample Motion:**

N/A

February 5, 2026

# 2024-2025 Annual District Report of the Texas Academic Performance Report (TAPR) and Public Hearing

# PURPOSE

The purpose of tonight's presentation is to fulfill the requirement of the Texas Education Code §39.306, which mandates that every district publish, disseminate, and hold a public hearing for its Annual Report. The full report is available on the Leander ISD website, at individual campus sites, or as a printed copy at the Leander ISD Central Office.

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# 8 Sections to The District Annual Report

**1** 2024-25 Texas Academic Performance Report (PDF TAPR) for District & Every Campus

**2** PEIMS Financial Standard Report (2023-24 Financial Actual Report) District & Every Campus

**3** District Accreditation Status (2023-24 School Year)

**4** Campus Performance Objectives

**5** Report on Violent or Criminal Incidents on Campuses

**6** Student Performance in Postsecondary Institutions (for each High School)

**7** Progress Toward Board-Adopted HB 3 Goals for District and Every Campus

**8** 2024-25 Texas Academic Performance Report (TAPR) Glossary

*Public Education Information Management System (PEIMS)
*House Bill 3 (HB 3)
*Guidelines for the district annual report available here.

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**1** 2024-25 Texas Academic Performance Report (PDF TAPR) for District & Every Campus

## The Texas Academic Performance Report (TAPR) is:

- a state mandated, annual performance report prepared by the Texas Education Agency (TEA),
- a compiled report of Public Education Information Management System (PEIMS) and Student Assessment Data,
- and shared via the district's website and TEA's website.

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## 2024-25 TAPR is published as PDF

- Includes a wide range of information on the performance of students in each district and campus in the state.
- Performance is shown disaggregated by student groups, including ethnicity and socioeconomic status.
- Provides extensive information on school and district staff, programs, and student demographics.

Leander ISD TAPR pdf
TAPR Glossary

**1** 2024-25 Texas Academic Performance Report (PDF TAPR) for District & Every Campus

**The 2024-2025 TAPR pdf includes:**

- A-F District Accountability Rating (cover page)
- Special Education Determination Status (district TAPR cover page only)
- State of Texas Assessments of Academic Readiness (STAAR) performance, progress, and participation (pages 3-19) [15]
- Attendance, graduation, and dropout rates (pages 20-22)
- College, Career, and Military Readiness (CCMR) and other Postsecondary Indicators (pages 23-28)
- Student information (pages 29-31)
- Staff information (pages 32-34)
- Link to PEIMS Financial Standard Reports 2023-24 Financial Actual Report (page 34)

**2024-25 Texas Academic Performance Report (PDF TAPR) for District & Every Campus**

# District Accountability Rating and Special Education Determination Status

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**(Cover Page of Leander ISD's TAPR PDF)**

**1** 2024-25 Texas Academic Performance Report (PDF TAPR) for District & Every Campus

## The TAPR PDF Cover Page

**2024-25 Texas Academic Performance Report (TAPR)**

District Name: LEANDER ISD

District Number: 246913

2025 District Accountability Score: B

2025 Special Education Determination Status:

    Meets Requirements

**2025 Accountability Rating**
- A, B, C, D or F
- Reported for the district and each campus

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**2025 Special Education Determination Status**
- Meets Requirements, Needs Assistance, Needs Intervention, or Needs Substantial Intervention
- Only reported on the district's TAPR

**2025 Distinction Designations**
- Reported for the district and each campus

*Image is from Leander ISD's TAPR PDF (cover page). More Information here. 2024-25 District and Campus Accountability Ratings & Distinction Designations

**1** 2024-25 Texas Academic Performance Report (PDF TAPR) for District & Every Campus

# STUDENT ACADEMIC PERFORMANCE

**(pages 3-19 of Leander ISD's TAPR PDF)**

**1** 2024-25 Texas Academic Performance Report (PDF TAPR) for District & Every Campus

**The 2024-2025 TAPR pdf includes:** **(pages 3-19 of Leander ISD's TAPR PDF)**

- STAAR Performance – reported for 2025 and 2024
- All 3 performance rates
  - Approaches Grade Level or Above
  - Meets Grade Level or Above
  - Masters Grade Level
- Reported for
  - Each Assessment (including SAT/ACT for Accelerated Testers)
  - All Grades All Subjects
  - All Grades by Subject
  - By Enrolled Grade (3rd Graders through 8th Graders) at Meets Grade Level or Above
    - Reading/ Language Arts (RLA) and Math
      - Grade 3-8 assessments only and
      - Grade 3-8 assessments and End of Course Exams (EOCs)
  - Reading (Grade 3-8 assessments and EOCs)
  - Math (Grade 3-8 assessments and EOCs)

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# How to Read STAAR Performance Data Pages 3-9

**Texas Education Agency**
**2024-25 STAAR Performance (TAPR)**
**LEANDER ISD (246913) - WILLIAMSON COUNTY**

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| | School Year | State | Region 13 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu-ously Enrolled | Non-Continu-ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | |
| **Grade 3 Reading** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2025 | 77% | 77% | **85%** | 70% | 77% | 88% | 100% | 93% | * | 87% | 57% | 92% | 86% | 82% | 68% | 80% |
| | 2024 | 74% | 74% | **83%** | 64% | 73% | 86% | 67% | 94% | * | 87% | 55% | 87% | 83% | 81% | 66% | 76% |
| At Meets Grade Level or Above | 2025 | 52% | 54% | **65%** | 48% | 52% | 68% | 50% | 81% | * | 67% | 33% | 69% | 66% | 63% | 42% | 56% |
| | 2024 | 48% | 50% | **58%** | 42% | 44% | 60% | 17% | 76% | * | 64% | 29% | 50% | 59% | 55% | 33% | 49% |
| At Masters Grade Level | 2025 | 23% | 26% | **30%** | 17% | 20% | 31% | 50% | 45% | * | 29% | 8% | 38% | 31% | 26% | 13% | 23% |
| | 2024 | 21% | 23% | **26%** | 14% | 15% | 25% | 17% | 46% | * | 29% | 6% | 23% | 26% | 26% | 10% | 20% |
| **Grade 3 Mathematics** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2025 | 71% | 70% | **77%** | 60% | 66% | 79% | 83% | 90% | * | 76% | 50% | 81% | 77% | 75% | 57% | 73% |
| | 2024 | 70% | 69% | **77%** | 64% | 64% | 79% | 40% | 92% | * | 85% | 52% | 81% | 78% | 74% | 56% | 72% |
| At Meets Grade Level or Above | 2025 | 46% | 47% | **54%** | 34% | 36% | 55% | 50% | 79% | * | 53% | 29% | 65% | 54% | 53% | 28% | 52% |
| | 2024 | 42% | 44% | **51%** | 32% | 36% | 50% | 20% | 77% | * | 58% | 30% | 51% | 51% | 50% | 27% | 48% |
| At Masters Grade Level | 2025 | 19% | 22% | **25%** | 14% | 13% | 23% | 17% | 49% | * | 25% | 8% | 32% | 25% | 25% | 9% | 25% |
| | 2024 | 15% | 18% | **22%** | 7% | 11% | 21% | 20% | 43% | * | 24% | 9% | 26% | 22% | 22% | 8% | 21% |

**\*Emergent Bilingual (EB) / English Learner (EL)**

# STAAR District Comparison Performance (pages 3-9)

## Reading/Language Arts (RLA)

| Grade | LISD Compared to... | | Compared to Previous Year | | |
|---|---|---|---|---|---|
| | State | Region | Approaches | Meets | Masters |
| 3rd | +8% | +8% | +2% | +7% | +4% |
| 4th | +8% | +9% | 0% | +2% | 0% |
| 5th | +9% | +8% | -3% | -1% | -1% |
| 6th | +12% | +11% | +1% | +1% | +6% |
| 7th | +12% | +11% | +2% | 0% | -1% |
| 8th | +10% | +10% | +1% | +1% | +4% |
| E1 | +16% | +15% | 0% | -2% | 0% |
| E2 | +13% | +13% | -4% | -4% | 0% |

## Mathematics

| Grade | LISD Compared to... | | Compared to Previous Year | | |
|---|---|---|---|---|---|
| | State | Region | Approaches | Meets | Masters |
| 3rd | +6% | +7% | 0% | +3% | +3% |
| 4th | +2% | +4% | +3% | +3% | +5% |
| 5th | +2% | +3% | -6% | -5% | 0% |
| 6th | +13% | +12% | +1% | -1% | +2% |
| 7th* | +9% | +15% | +6% | +5% | +2% |
| 8th | +15% | +12% | +2% | +8% | +7% |
| A1 | +9% | +11% | -7% | 0% | +2% |

*Note: Advanced Math students in LISD skip the 7th grade STAAR

## Social Studies

| Grade | LISD Compared to... | | Compared to Previous Year | | |
|---|---|---|---|---|---|
| | State | Region | Approaches | Meets | Masters |
| 8th | +21% | +17% | +1% | +1% | +2% |
| US Hist | +3% | +3% | 0% | -3% | -5% |

## Science

| Grade | LISD Compared to... | | Compared to Previous Year | | |
|---|---|---|---|---|---|
| | State | Region | Approaches | Meets | Masters |
| 5th | +2% | +4% | +3% | +1% | 0% |
| 8th | +12% | +10% | -1% | +1% | +1% |
| Bio | +5% | +5% | +1% | +2% | -2% |

| Key | -3% or more (Decrease) | -2 to +2% (Stable) | +3% or more (Increase) |
|---|---|---|---|

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## 2025 Percentage of Students Demonstrating 1+ Years  (page 12)

### Reading/Language Arts (RLA)

| Grade | LISD | Region | State |
|-------|------|--------|-------|
| 4th | **79%** | 70% | 70% |
| 5th | **78%** | 71% | 69% |
| 6th | **74%** | 65% | 64% |
| 7th | **75%** | 65% | 64% |
| 8th | **81%** | 74% | 72% |
| E1 | **69%** | 65% | 63% |
| E2 | **65%** | 63% | 65% |

### Mathematics

| Grade | LISD | Region | State |
|-------|------|--------|-------|
| 4th | **63%** | 63% | 65% |
| 5th | **71%** | 67% | 67% |
| 6th | **75%** | 58% | 56% |
| 7th | **58%** | 45% | 50% |
| 8th | **79%** | 70% | 68% |
| A1 | **81%** | 75% | 74% |

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**1**

**2024-25 Texas Academic Performance Report (PDF TAPR) for District & Every Campus**

# STUDENT, STAFF, & PROGRAM INFORMATION[23]

**(pages 29-34 of Leander ISD's TAPR PDF)**

**1** **2024-25 Texas Academic Performance Report (PDF TAPR) for District & Every Campus**

**This part of the 2024-2025** TAPR pdf **includes:** (pages: 29-34 of Leander ISD's TAPR PDF)

- **Student Information**
  - Student enrollment (including enrollment by grade level, by ethnicity, by certain student identification indicators, and students with disabilities by primary eligibility category) and other student information (including graduation information, retention rates, class size information, mobility, and student attrition)
- **Staff Information**
  - This is including total staff, staff by classification, teachers by ethnicity and gender, teachers by highest degree held and years of experience, experience of campus leadership, staff salary, and teacher turnover rate information
- **Program Information**
  - Student Enrollment by Program (Eco Dis, Sp Ed, 504, EB, etc)
  - Teachers by Program (population served)

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# District Student Profile -PEIMS Fall Snapshot Enrollment Data (page 29)

| Race/Ethnicity | 2022-23 | 2023-24 | 2024-25 | 2025-26 (estimated) |
|---|---|---|---|---|
| Total Enrolled | 42,415 | 42,593 | 42,608 | 41,939 |
| Asian | 15% | 17% | 18% | 19% |
| African American | 4% | 5% | 5% | 5% |
| Hispanic | 26% | 26% | 26% | 26% |
| Two or more | 6% | 7% | 7% | 7% |
| White | 48% | 46% | 44% | 43% |

# District Student Profile -PEIMS Fall Snapshot Enrollment Data (page 29)

| Student Groups | 2022-23 | 2023-24 | 2024-25 | 2025-26 (estimated) |
|---|---|---|---|---|
| Economically Disadvantaged | 20% | 20% | 17% | 20% |
| Special Education | 14% | 15% | 16% | 17% |
| Section 504 | 10% | 10% | 10% | 10% |
| Emergent Bilingual (EB) | 12% | 14% | 14% | 14% |
| At Risk | 36% | 36% | 38% | 40% |
| Gifted & Talented | 21% | 21% | 20% | 19% |

# Staff Summary (pages 32-34)

| 24-25 Total Staff: 5,649 | LISD | State |
|---|---|---|
| Teachers | 55.2% | 48.3% |
| Professional Support | 9.4% | 10.8% |
| Campus Admin | 3.3% | 3.4% |
| Central Admin | 0.6% | 1.2% |
| Educational Aides | 11.0% | 10.7% |
| Auxiliary Staff | 20.5% | 25.5% |

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# Staff Summary (pages 32-34)

| Teachers by Population Served | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|
| Bilingual/ESL | 1.6% | 1.7% | 1.6% |
| Career & Technical Education | 3.7% | 3.7% | 4.0% |
| Compensatory Education | 1.3% | 1.2% | 0.4% |
| Gifted & Talented Education | 1.7% | 1.5% | 1.2% |
| Special Education | 13.8% | 16.9% | 18.8% |

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**2024-25 Texas Academic Performance Report (PDF TAPR) for District & Every Campus**

# COLLEGE, CAREER, AND MILITARY READINESS (CCMR) & OTHER POSTSECONDARY INDICATORS

**(pages 23-28 of Leander ISD's TAPR PDF)**

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**1** 2024-25 Texas Academic Performance Report (PDF TAPR) for District & Every Campus

# This part of the 2024-2025 TAPR pdf includes: (pages: 23-28 of Leander ISD's TAPR PDF)

- **College, Career and Military Readiness (CCMR) – 2023-24 and 2022-23 graduates***
  - CCMR Graduates
  - College Ready Graduates (overall and by specific college ready indicator)
  - Career/Military Ready Graduates (overall and by specific career/military ready indicator)
- **CCMR-Related Indicators – 2023-24 and 2022-23 graduates***
  - Texas Success Initiative Assessment (TSIA) Results
  - Completed and Received Credit for College Prep Courses
  - Advanced Placement (AP) and International Baccalaureate (IB) Participation and Performance
  - SAT/ACT Participation and Performance
- **Other Postsecondary Indicators**
  - Advanced Dual-Credit Course Completion – 2023-24 and 2022-23 school years
  - Graduates Enrolled in Texas Institutions of Higher Education (TX IHE) – 2022-2023 and 2021-2022 school years
  - Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course – 2022-23 and 2021-22 school years

**\***This is most current data pending from the Texas Education Agency (TEA). It's anticipated in June 2026.

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# College, Career, and Military Readiness (CCMR) page 24

| | LISD | | | Region Class of 2024 | State Class of 2024 |
|---|---|---|---|---|---|
| | Class of 2022 | Class of 2023 | Class of 2024 | | |
| **College, Career, or Military Ready Graduates** | 84% | 86% | **86%** | 82% | 82% |

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# College, Career, and Military Readiness (CCMR) pages 24-25

|  | Class of 2022 | Class of 2023 | Class of 2024 |
|---|---|---|---|
| **College Ready Graduates** | **73%** | **81%*** | **81%** |
| Met TSI Criteria in Math **and** ELA (SAT, ACT, or TSIA) | 69% | 73% | 74% |
| AP/IB Met Criteria in any subject | 43% | 44% | 43% |
| Dual Credit Course in any subject | 22% | 20% | 22% |
| Graduates Under an Advanced Diploma Plan & Special Education* | 7% | 8% | 7% |

|  | Class of 2022 | Class of 2023 | Class of 2024 |
|---|---|---|---|
| **Career/Military Ready Graduates** | **28%** | **26%*** | **34%** |
| Approved Industry-Based Certifications | 20% | 22% | 31% |
| Graduates with an Individualized Education Program (IEP) & Workforce Readiness | 4% | 5% | 3% |

*Graduates Under an Advanced Diploma Plan & Identified as Current Special Education moved from Career Ready to College Ready for Class of 2023

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**2** PEIMS Financial Standard Report (2023-24 Financial Actual Report) District & Every Campus

**2023-24 Actual Financial Data (District)**
- Revenues
- Expenditures
- Disbursements
- Tax Rates
- Fund Balance

**2023-24 Actual Financial Data (Campus)**
- Expenditures by Object
- Expenditures by Function
- Program Expenditures by Program

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**2023-24 is the most recent year for which these data are available.**

**2** PEIMS Financial Standard Report (2023-24 Financial Actual Report) District & Every Campus

The Public Education Information Management System's (PEIMS) financial data and reporting services ensure that all public school funding is appropriately accounted for and publically available for review.

The PEIMS financial report summarizes all revenue, expenditures, disbursements, tax rates and fund balances.

| School Year | PEIMS District Financial Budget Reports<br><br>PEIMS Web Report "PWR" Budget financial data for each school district and statewide | PEIMS District Financial Actual Reports<br><br>PEIMS Web Report "PWR" Actual financial data for each school district and statewide |
|---|---|---|
| 2024-2025 | 2024-2025 Financial Budget Reports<br><br>Data Download File (detail by each district)<br>2025 Budget PWR.xlxs | Available Spring 2026 |
| 2023-2024 | 2023-2024 Financial Budget Reports<br><br>Data Download File (detail by each district)<br>2024 Budget PWR.xlxs | 2023-2024 Financial Actual Reports<br><br>Data Download File (detail by each district)<br>2024 Actual PWR.xlxs |

\*Click Here for 2023-2024 Actual Financial Data.
\*\*Note: 2024- 2025 Financial Actual Reports are pending.

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**3** **District Accreditation Status
(2023-24 School Year)**

**Each year TEA assigns one of four accreditation statuses to each district in the state:**
- Accredited
- Accredited-Warned
- Accredited-Probation
- Not Accredited-Revoked

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**In assigning an accreditation status to a district, TEA considers:**
- Academic accountability ratings
- Financial accountability ratings
- Data integrity
- Program-area deficiencies identified through Results Driven Accountability (RDA)

**3** | **District Accreditation Status (2023-24 School Year)**

TEA assigned accreditation statuses for the 2023-24 school year on September 25, 2025.

The release of the 2023-24 accreditation statuses was delayed due to the litigation relating to the issuance of 2023 A-F Accountability ratings.

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Districts can expect the 2024-25 accreditation statuses to be issued in the spring of 2026.

**The District's 2023-24 Accreditation Status is Accredited.**

*Click here for more information.*

**4** Campus Performance Objectives

**Campus Improvement Plans (CIPs)**
- Each campus has developed and is implementing a CIP, as required by TEC §11.253
- Each CIP includes performance objectives (approved by the Board) that are based [37] on data analysis and needs assessments – including data reported in annual TAPR.
- Each campus periodically measures progress toward its performance objectives.
- Updated CIPs for the 2025-26 school year (which show both the objectives of each campus and each campus's progress toward meeting its performance objectives) are posted on the district's website and are available for review at the district's central office or at the applicable campus.

**5** **Report on Violent or Criminal Incidents on Campuses**

TEC Section 39.306 requires each district to publish, as part of its Annual Report, a report on violent or criminal incidents that occur at each campus.
The report must include:

- Number, rate and type of violent or criminal incidents that occurred on each campus (to the extent permitted under Family Educational Rights and Privacy Act- FERPA) **- on the next slide.**

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- Descriptions of school **violence prevention and violence intervention policies**, and procedures used to protect students are linked.
- Findings from evaluations (if any) conducted under the Safe and Drug-Free Schools and Communities Act. **We don't have any to report.**

The district's report for the 2024-25 school year is available for review at the district's central office and at each campus in the district**.**

**5** **Report on Violent or Criminal Incidents on Campuses**

Number, rate and type of violent or criminal incidents that occurred on each campus (to the extent permitted under FERPA):

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**The District's Number, Rate, and Type of Violent & Criminal Incidents (to the extent permitted under FERPA) is <u>zero</u>.**

**<u>*Click here for more information on masking rules</u>**

**6** Student Performance in Postsecondary Institutions (for each High School)

- TEC Section 39.306 requires each district to publish, as part of its Annual Report, a report on student performance in postsecondary institutions during the first year enrolled after graduation from high school.
- These data are compiled by the Texas Higher Education Coordinating Board (THECB).
- The most current report is for 2022-23 High School Graduates:
  - Student performance is measured by the Grade Point Average (GPA) earned by 2022-23 high school graduates who attended public four-year and two-year institutions of higher education in fiscal year 2024.
  - For each student, the grade points and college-level semester credit hours earned by the student in Fall 2023, Spring 2024, and Summer 2024 are added together and averaged to determine the GPA.

**NOTE:** The THECB anticipates releasing an updated report for 2023-24 High School Graduates in the spring of 2026. That report, when available, will be posted at the THECB Website

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**6** Student Performance in Postsecondary Institutions (for each High School)

**Texas High School Graduates from FY2023**
**Enrolled in Texas Public or Independent Higher Education in FY 2024**

| County | District | | Total Graduates | GPA for 1st Year in Public Higher Education in Texas | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | <2.0 | 2.0-2.49 | 2.5-2.99 | 3.0-3.49 | >3.5 | Unk |
| | **LEANDER ISD** | | | | | | | | |
| 246913002 | CEDAR PARK H S | | | | | | | | |
| | | Four-Year Public University | 161 | 11 | 15 | 24 | 31 | 80 | 0 |
| | | Two-Year Public Colleges | 96 | 20 | 9 | 20 | 15 | 29 | 3 |
| | | Independent Colleges & Universities | 15 | | | | | | |
| | | Not Trackable | 30 | | | | | | |
| | | Not Found | 137 | | | | | | |
| | | Total High School Graduates | 439 | | | | | | |
| 246913006 | GLENN H S | | | | | | | | |
| | | Four-Year Public University | 66 | 14 | 6 | 8 | 20 | 17 | 1 |
| | | Two-Year Public Colleges | 114 | 32 | 13 | 14 | 26 | 25 | 4 |
| | | Independent Colleges & Universities | 19 | | | | | | |
| | | Not Trackable | 19 | | | | | | |
| | | Not Found | 226 | | | | | | |
| | | Total High School Graduates | 444 | | | | | | |
| 246913001 | LEANDER H S | | | | | | | | |
| | | Four-Year Public University | 148 | 8 | 9 | 22 | 41 | 68 | 0 |
| | | Two-Year Public Colleges | 106 | 21 | 8 | 17 | 25 | 29 | 6 |
| | | Independent Colleges & Universities | 12 | | | | | | |
| | | Not Trackable | 15 | | | | | | |
| | | Not Found | 190 | | | | | | |
| | | Total High School Graduates | 471 | | | | | | |

[High School Graduates GPA in Higher Education Report from the Texas Higher Education Coordinating Board](#) (pages 579-580 for Leander ISD) for your review.

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Source: Texas Higher Education Coordinating Board and Texas Education Agency
"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.
"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.
Includes high schools with more than 25 graduates. If enrolllment in public higher education less than 5, the GPA data is omitted.

**7** Progress Toward Board-Adopted HB 3 Goals for District and Every Campus

TEC Section 39.306 requires each district to include, as part of its Annual Report, the progress of the district and each campus in the district toward meeting the goals set in the district's:

- Early childhood literacy and mathematics proficiency plans adopted under TEC §11.185; and,
- CCMR plans adopted under TEC §11.186: CCMR Board Goal requirements

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Progress for each campus:  HB 3 Info and District link.

**7 Progress Toward Board-Adopted HB 3 Goals for District and Every Campus**

**HB 3 Goals and Progress**

**Reading**

| 3rd Grade | 20-21 | 21-22 | 22-23 (STAAR Redesign) | 23-24 | 24-25 | 25-26 Proposed Goal |
|---|---|---|---|---|---|---|
| Goal | 58% | 60% | 62% | 64% | 66% | 66% |
| Actual % Meets | 55% | 64% | 62% | 56% | 64% | |

Progress for each campus:  HB 3 Info and District link.

**Student Groups:  Actual % Meets**

| | 20-21 | 21-22 | 22-23 (STAAR Redesign) | 23-24 | 24-25 | 25-26 Proposed Goal |
|---|---|---|---|---|---|---|
| Black: (Goal 60%) | 30% | 44% | 41% | 40% | 45% | 47% (48%) |
| Hispanic (Goal 60%) | 45% | 52% | 51% | 41% | 49% | 51% |
| White (Goal 65%) | 60% | 68% | 63% | 60% | 67% | 69% |
| Asian (Goal 80%) | 69% | 79% | 81% | 74% | 80% | 80% |
| Eco Dis (Goal 60%) | 30% | 43% | 35% | 30% | 38% | 40% (42%) |
| Sp Ed (Goal 60%) | 31% | 33% | 29% | 23% | 28% | 30% (32%) |
| Emg Bil (Goal 60%) | 39% | 51% | 53% | 39% | 43% | 53% |

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(red) = new proposed goal for Board consideration

**7 Progress Toward Board-Adopted HB 3 Goals for District and Every Campus**

### HB 3 Goals and Progress

| Math | | | | | | |
|---|---|---|---|---|---|---|
| **3rd Grade** | **20-21** | **21-22** | **22-23** (STAAR Redesign) | **23-24** | **24-25** | **25-26 Proposed Goal** |
| **Goal** | 57% | 59% | 61% | 63% | 65% | 54% |
| **Actual % Meets** | 41% | 46% | 53% | 49% | 52% | |

Progress for each campus:  HB 3 Info and District link.

### Student Groups:  Actual % Meets

| | 20-21 | 21-22 | 22-23 (STAAR Redesign) | 23-24 | 24-25 | 25-26 Proposed Goal |
|---|---|---|---|---|---|---|
| Black: (Goal 60%) | 19% | 19% | 28% | 28% | 29% | 31% (33%) |
| Hispanic (Goal 60%) | 29% | 32% | 38% | 35% | 34% | 36% (38%) |
| White (Goal 62%) | 44% | 49% | 55% | 50% | 54% | 56% |
| Asian (Goal 88%) | 60% | 72% | 78% | 74% | 78% | 78% |
| Eco Dis (Goal 60%) | 20% | 23% | 22% | 25% | 23% | 25% (27%) |
| Sp Ed (Goal 60%) | 21% | 21% | 26% | 24% | 23% | 25% (27%) |
| Emg Bil + Monitor (Goal 60%) | 33% | 41% | 49% | 41% | 49% | 51% |

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**7** **Progress Toward Board-Adopted HB 3 Goals for District and Every Campus**

**HB 3 Goals and Progress**

### College, Career, and Military Readiness (CCMR)

| 3rd Grade | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 | 24-25 Proposed Goal |
|---|---|---|---|---|---|---|
| Goal | 87% | 87% | 88% | 89% | 90% | 88% |
| Actual % Meets | 85% | 85% | 84% | 86% | 86% | |

### Student Groups

| | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 | 24-25 Proposed Goal |
|---|---|---|---|---|---|---|
| Black: (Goal 74%) | 73% | 69% | 67% | 78% | 69% | 72% |
| Hispanic (Goal 81%) | 79% | 78% | 76% | 77% | 78% | 80% |
| White (Goal 95%) | 87% | 88% | 87% | 89% | 89% | 90% |
| Asian (Goal 95%) | 96% | 95% | 94% | 97% | 98% | 98% |
| Eco Dis (Goal 78%) | 69% | 71% | 72% | 73% | 69% | 72% |
| Sp Ed (Goal 95%) | 83% | 94% | 90% | 92% | 88% | 89% |
| Emg Bil + Monitor(Goal 60%) | 66% | 72% | 59% | 60% | 64% | 67% |

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Progress for each campus:  HB 3 Info and District link

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**2024-25 Texas Academic Performance Report (TAPR) Glossary**

- Each year, TEA prepares and publishes a TAPR Glossary.
- The 2024-25 TAPR Glossary provides definitions, describes methodologies, and lists sources for each data point in the TAPR.
- A Spanish version of the TAPR Glossary is scheduled for release in early 2026!

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# 8 Sections to The District Annual Report

**1** 2024-25 Texas Academic Performance Report (PDF TAPR) for District & Every Campus

**2** PEIMS Financial Standard Report (2023-24 Financial Actual Report) District & Every Campus

**3** District Accreditation Status (2023-24 School Year)

**4** Campus Performance Objectives

**5** Report on Violent or Criminal Incidents on Campuses

**6** Student Performance in Postsecondary Institutions (for each High School)

**7** Progress Toward Board-Adopted HB 3 Goals for District and Every Campus

**8** 2024-25 Texas Academic Performance Report (TAPR) Glossary

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*Public Education Information Management System (PEIMS)
*House Bill 3 (HB 3)
*Guidelines for the district annual report available here.

# RESOURCE & AVAILABILITY OF ANNUAL REPORT

- The District's 2024-25 TAPR will be posted on the district's website within 2 weeks after this meeting and communicated in an English and Spanish notification through ParentSquare.
- Paper copies will also be available at the district's central office and on each campus in the district.
- For questions or more information, contact:
  - Dr. Amy Sharp, Director of Learning Impact
  - Phone: 512-570-0529
  - Email: amy.sharp@leanderisd.org

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# PUBLIC HEADING

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# DISCUSSION

# Leander ISD Board Meeting Agenda Item Information
## Meeting Date:  Thursday, February 5, 2026

| | |
|---|---|
| **Agenda Item:** | Consider Adoption of Local Policies CJ, CJA, DBD, and FFG |
| **Purpose:** | ☐ Discussion Item/Report Only    ☒ Action Requested |
| **Administrator Responsible:** | Shawn Swisher, J.D., General Counsel |
| **Attachments:** | Local Policies CJ, CJA, DBD, and FFG Atch |

## Background Information:
Administration met with the policy committee and reviewed the following policies, which are presented for Board consideration this evening:

CJ(LOCAL): Proposed revisions from TASB Update 126. Replace policy: Recommended new provisions reflect that contractors may not engage in or assign instructional activities prohibited by law or diversity, equity, and inclusion (DEI) duties under SB 12. Violations will result in termination of the contract.

CJA(LOCAL): Proposed revisions from TASB Update 126. Replace policy: The subtopic name has been adjusted to Background Checks and Required Reporting to more accurately describe the contents of the legal framework at this code. No changes have been made to the local text, and the district has not been charged for this revision.

DBD(LOCAL): Proposed revisions from TASB Update 126. Replace policy: A section on Personal Services Performed by Administrators, often referred to as "moonlighting," has been added to reflect changes from HB 3372.

FFG(LOCAL): Proposed revisions from TASB Update 124. Replace policy: Under Reporting Child Abuse and Neglect, a new subsection on Oral Reports is recommended to comply with revisions to the Family Code and Administrative Code. Recommended revisions at Making a Report are to clarify new requirements in the Education Code stating that reporting individuals must provide their name and contact information when making a report. The policy still states that the identity of a person making a report of suspected child abuse or neglect shall be kept confidential and disclosed only in accordance with the law.

Additional updates to FFG(LOCAL), from TASB Update 126, will be presented to the Board for adoption in the near future to reflect updates from SB 571.

## Administrative Recommendation:
Administration recommends adoption of Local Policies CJ, CJA, DBD, and FFG at today's Board meeting, as presented.

## Sample Motion:
I move that the Board adopt Local Policies CJ, CJA, DBD, and FFG, as presented.

**Employment Assistance Prohibited**

No District employee shall assist a contractor or agent of the District or of any other school district in obtaining a new job if the employee knows, or has probable cause to believe, that the contractor or agent engaged in sexual misconduct regarding a minor or student in violation of the law. Routine transmission of an administrative file does not violate this prohibition.

No District contractor or agent shall assist an employee, contractor, or agent of the District or of any other school district in obtaining a new job if the contractor or agent knows, or has probable cause to believe, that the individual engaged in sexual misconduct regarding a minor or student in violation of the law. Routine transmission of an administrative or personnel file does not violate this prohibition.

[See also DC for prohibitions relating to employees.]

**Prohibited Classroom Instruction or Activities**

A District contractor is prohibited from intentionally or knowingly engaging in or assigning to another individual instruction, guidance, activities, or programming prohibited by law [see EMB(LEGAL)]. Violation of this policy shall result in termination of the contract. A District contractor shall be permitted to appeal this action in accordance with GF(LOCAL).

**Prohibition on Diversity, Equity, and Inclusion**

A contract is subject to termination if the District contractor intentionally or knowingly:

• Engages in diversity, equity, and inclusion (DEI) duties.

• Assigns to another individual DEI duties.

A District contractor shall be permitted to appeal this action in accordance with GF(LOCAL).

[See BT(LEGAL)]

**Emergencies**　　　　　In an emergency due to a health or safety concern, a reasonably unforeseeable situation, or other exigent circumstance, the District employee who is in charge of the facility shall be authorized to determine whether an employee of a contracting or subcontracting entity who does not have the required criminal history record information (CHRI) review or who has a disqualifying conviction will be permitted to enter a District facility.

If allowed to enter the facility, the employee of the contracting or subcontracting entity shall be accompanied by a District employee at all times.

| | *Note:* | For conflicts of interest and gifts and gratuities related to federal grants and awards, see CB and CBB. |

**Disclosure—General Standard**

An employee shall disclose to his or her immediate supervisor and to the human resources department all of the following that in any way create a potential conflict of interest with the employee's proper discharge of assigned duties and responsibilities or conflict with the best interest of the District:

1.  A personal financial interest.

2.  A business interest.

3.  A family relationship, by consanguinity (blood) within the third degree or by affinity (marriage) within the second degree.

4.  Any other obligation or relationship.

Whenever the employee is assigned a new supervisor, the employee shall repeat the disclosure to the new supervisor.

**Specific Disclosures**

Substantial Interest

The Superintendent shall file an affidavit with the Board President disclosing a substantial interest, as defined by Local Government Code 171.002, in any business or real property that the Superintendent or any of his or her relatives in the first degree may have.

Any other employee who is in a position to affect a financial decision shall file an affidavit with the Superintendent disclosing a substantial interest, as defined by Local Government Code 171.002, in any business or real property that the employee or any of his or her relatives in the first degree by consanguinity (blood) or by affinity (marriage) may have.

Interest in Property

The Superintendent shall be required to file an affidavit disclosing interest in property in accordance with Government Code 553.002.

Annual Financial Management Report

The Superintendent, as the executive officer of the District, shall provide to the District in a timely manner information necessary for the District's annual financial management report.

[See BBFA]

**Gifts**

An employee shall not accept or solicit any gift, favor, service, or other benefit that could reasonably be construed to influence the employee's discharge of assigned duties and responsibilities. [See CAA, CB, and CBB]

**Endorsements**

An employee shall not recommend, endorse, or require students or staff to purchase any product, material, or service in which the employee has a financial interest or that is sold by a company that

employs or retains the District employee during nonschool hours. No employee shall require students to purchase a specific brand of school supplies if other brands are equal and suitable for the intended instructional purpose.

**Sales**

An employee shall not use his or her position with the District to attempt to sell products or services.

**Nondistrict Employment**

An employee shall disclose in writing to his or her immediate supervisor and the human resources department any outside employment. The human resources department shall determine if this in any way creates a potential conflict of interest with the proper discharge of assigned duties and responsibilities or with the best interest of the District.

**Nonschool Tutoring**

Except when a teacher is assigned by the District to tutor a student, a teacher shall not privately tutor his or her own students for pay during the school year.

After the last day of school and until the first day of school, however, a teacher may privately tutor his or her own students for pay.

**Personal Services Performed by an Administrator**

An administrator, as defined in law, shall not receive any financial benefit for the performance of personal services except as permitted by and in accordance with law.

An administrator, other than a Superintendent or an assistant superintendent, who wishes to seek Board approval to perform personal services permitted by law shall submit that request to the Superintendent in accordance with administrative regulations.

**Roles in District-Affiliated or Parent-Support Organizations**

No District employee—regular or temporary, full-time or part-time—shall be permitted to hold a position with financial capacity in a District-affiliated or parent-support organization, such as the PTA, booster club, or the District's educational foundation.

For purposes of this policy, "a position with financial capacity" shall include the offices of president, vice president, treasurer, and fundraising chair, as well as service on a financial review committee, acting as a check signer, and performance of any other function that involves the receipt and distribution of money.

STUDENT WELFARE                                                      FFG
CHILD ABUSE AND NEGLECT                                          (LOCAL)

| | |
|---|---|
| **Program to Address Child Sexual Abuse, Trafficking, and Maltreatment** | The District's program to address child sexual abuse, trafficking, and other maltreatment of children, as included in the District improvement plan and the student handbook, shall include: |

1.   Methods for increasing staff, student, and parent awareness regarding these issues, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;

2.   Age-appropriate, research-based antivictimization programs for students;

3.   Actions that a child who is a victim should take to obtain assistance and intervention; and

4.   Available counseling options for affected students.

| | |
|---|---|
| Training | The District shall provide training to employees as required by law and District policy. Training shall address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities. [See DMA] |

[See BBD for Board member training requirements and BJCB for Superintendent continuing education requirements.]

| | |
|---|---|
| **Reporting Child Abuse and Neglect** | Any person who has reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect has a legal responsibility, under state law, to immediately report the suspected abuse or neglect to an appropriate authority. |

As defined in state law, child abuse and neglect include both sex and labor trafficking of a child.

The following individuals have an additional legal obligation to submit a written or oral report within 48 hours of learning of the facts giving rise to the suspicion of abuse or neglect:

1.   Any District employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect.

2.   A professional who has reasonable cause to believe that a child has been or may be abused or neglected or may have been a victim of indecency with a child. A professional is anyone licensed or certified by the state who has direct contact with children in the normal course of duties for which the individual is licensed or certified.

A person is required to make a report if the person has reasonable cause to believe that an adult was a victim of abuse or neglect as a

child and the person determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person.

[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

Oral Reports

As required by law, an oral report made to the Texas Department of Family and Protective Services (DFPS) is recorded.

**Restrictions on Reporting**

In accordance with law, an employee is prohibited from using or threatening to use a parent's refusal to consent to administration of a psychotropic drug or to any other psychiatric or psychological testing or treatment of a child as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1.   Presents a substantial risk of death, disfigurement, or bodily injury to the child; or

2.   Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

**Making a Report**

Reports may be made to any of the following:

1.   A state or local law enforcement agency;

2.   The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (DFPS) at (800) 252-5400 or the Texas Abuse Hotline Websitewebsite[1];

3.   A local CPS office; or

4.   If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility. As defined by law, a person responsible for the care, custody, or welfare of a child includes school personnel and volunteers and day-care workers. [See FFG(LEGAL)]

An individual does not fulfill his or her responsibilities under the law by only reporting suspicion of abuse or neglect to a campus princi-

pal, school counselor, or another District staff member. Further-more, the District is prohibited from requiring an employee to first report his or her suspicion to a District or campus administrator.

In accordance with law, an individual must provide their name and telephone number when making a report. If the individual making the report is a school employee, agent, or contractor, they must also provide their business address and profession.

**Confidentiality**

~~In accordance with state law, the~~The identity of a person making a report of suspected child abuse or neglect shall be kept confidential and disclosed only in accordance with the law and the rules of the investigating agency.

**Immunity**

A person who in good faith reports or assists in the investigation of a report of child abuse or neglect is immune from civil or criminal liability.

**Failing to Report Suspected Child Abuse or Neglect**

By failing to report suspicion of child abuse or neglect, an employee:

1.  May be placing a child at risk of continued abuse or neglect;

2.  Violates the law and may be subject to legal penalties, including criminal sanctions for knowingly failing to make a required report;

3.  Violates Board policy and may be subject to disciplinary action, including possible termination of employment; and

4.  May have his or her certification from the State Board for Educator Certification suspended, revoked, or canceled in accordance with 19 Administrative Code Chapter 249.

It is a criminal offense to coerce someone into suppressing or failing to report child abuse or neglect.

**Responsibilities Regarding Investigations**

In accordance with law, District officials shall be prohibited from:

1.  Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect;

2.  Requiring that a parent or school employee be present during the interview; or

3.  Coercing someone into suppressing or failing to report child abuse or neglect.

District personnel shall cooperate fully and without parental consent, if necessary, with an investigation of reported child abuse or neglect. [See GKA]

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[1] Texas Abuse Hotline ~~Website~~website: http://www.txabusehotline.org

# Leander ISD Board Meeting Agenda Item Information
## Meeting Date: Thursday, February 5, 2026

| | |
|---|---|
| **Agenda Item:** | Consider Approval of Minutes of Regular and Called Board Meetings |
| **Purpose:** | ☐ Discussion Item/Report Only ☒ Action Requested |
| **Administrator Responsible:** | Chris Clark, Ed.D., Acting Superintendent of Schools |
| **Attachments:** | 01-22-26 Regular Board Meeting Minutes DRAFT |

**Background Information:**

Board Meeting minutes are attached for your review.

**Administrative Recommendation:**

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

**Sample Motion:**

I move the Board approve the minutes, as presented.

# Minutes of 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, January 22, 2026, beginning at 6:18 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, Trish Bode, Gloria Gonzales-Dholakia (left the meeting at 9:51 PM), and Laura Marques. Sade Fashokun and Nekosi Nelson arrived at 6:21 PM. Paul Gauthier arrived at 7:21 PM and left the meeting at at 9:51 PM.

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: Westside Elementary School

   B. Video Recognitions

      1. School Board Recognition Month - January

4. **CITIZEN COMMENTS**

   *Four citizens addressed the Board of Trustees.*

5. **CONSENT AGENDA**

   *I move we approve the Consent Agenda as presented. This motion, made by Trish Bode and seconded by Dr. Gloria Gonzales-Dholakia, passed six in favor and one absent. Trish Bode: In favor, Sade Fashokun: In favor, Paul Gauthier: Absent, Dr. Gloria Gonzales-Dholakia: In favor, Dr. Laura Marques: In favor, Nekosi Nelson: In favor, Anna Smith: In favor.*

   A. Consider Adoption of Local Policies BBFA, CKC, EIF, FDB and FFH

   B. Consider Approval of 2024-2025 Annual Comprehensive Financial Report (ACFR) Single Audit Report

   C. Consider Approval of Budget Amendment FY26 - # 6

   D. Consider Approval of External Auditor for 2025-2026 Audit Services

   E. Consider Approval of Library Resources

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

G. Consider Approval of Financial Advisor Contract with PFM Financial Advisors LLC and Nickel Hayden Advisors LLC

6. **SUPERINTENDENT'S REPORT**

   A. Empowered Student Learning

   B. Empowered Staff Learning

   C. Safe and Innovative Learning Environments

7. **DISCUSSION / ACTION ITEMS**

   A. STUDENT EXPERIENCE

      1. Discussion of 2026-2027 and 2027-2028 Academic Calendars

      2. Discussion of Annual House Bill 3 (HB3) Update

      3. Discussion of Instructional Materials Adoption Process Update

   B. GOVERNANCE

      1. Legislative Listening Circles Update

      2. Consider Approval of Leander ISD Interim Legislative Priorities

         *I move we approve the Leander ISD Interim Legislative Priorities as stated here in the meeting. This motion, made by Trish Bode and seconded by Dr. Laura Marques, passed six in favor and one opposed. Trish Bode: In favor, Sade Fashokun: In favor, Paul Gauthier: Opposed, Dr. Gloria Gonzales-Dholakia: In favor, Dr. Laura Marques: In favor, Nekosi Nelson: In favor, Anna Smith: In favor.*

   C. OPERATIONS

      1. Consider Approval of Bond Oversight Committee Recommendation to Reallocate Bond Funds for the Replacement of Artificial Turf at AC Bible and Monroe Regional Stadiums

         *I move that the Board approve the Bond Oversight Committee's recommendation to reallocate up to $1,600,000 from 2023 Bond Project Line Item: Baseball & Softball Turf - Cedar Park, Leander, Rouse, Vandegrift, and Vista Ridge to new bond project line items for Artificial Turf at AC Bible and Monroe Regional Stadiums. This motion, made by Dr. Gloria Gonzales-Dholakia and seconded by Sade Fashokun, passed six in favor and one opposed. Trish Bode: Opposed, 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.*

      2. Discussion and Consider Approval of Pfluger Architects for Architectural Design Services Related to the Repurposing of Faubion Elementary School

         *I move that the Board approve Pfluger Architects for the repurposing of Faubion Elementary as part of the 2023 Bond program and authorize the Superintendent, or designee, to negotiate and execute the appropriate contracts. This motion, made by Dr. Gloria Gonzales-Dholakia and seconded by Nekosi Nelson, passed six in favor and one opposed. Trish Bode: In favor, Sade Fashokun: In favor, Paul Gauthier: Opposed, Dr. Gloria Gonzales-Dholakia: In favor, Dr. Laura Marques: In favor, Nekosi Nelson: In favor, Anna Smith: In favor.*

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3. Discussion of 2025-2026 Budget Projections

4. Discussion and Consider Approval of the 2026-2027 Budget Assumptions

   *I move that the Board of Trustees approve the 2026-2027 Proposed Assumptions to be used in preparing the preliminary General Fund budget for 2026-2027, covering all estimated revenues and proposed expenditures, as presented. This motion, made by Trish Bode and seconded by Dr. Laura Marques, passed four in favor, one opposed, and two absent. Trish Bode: In favor, Sade Fashokun: Opposed, Paul Gauthier: Absent, Dr. Gloria Gonzales-Dholakia: Absent, Dr. Laura Marques: In favor, Nekosi Nelson: In favor, Anna Smith: In favor.*

5. Discussion and Consider Approval of a Resolution Nominating an Individual(s) to the Travis Central Appraisal District (TCAD) Board of Directors

   *I move that the Board of Trustees approve the Resolution Nominating an Individual(s) to the Travis Central Appraisal District (TCAD) Board of Directors, indicating a nomination for Elizabeth Montoya. This motion, made by Trish Bode and seconded by Nekosi Nelson, passed five in favor, and two absent. Trish Bode: In favor, Sade Fashokun: In favor, Paul Gauthier: Absent, Dr. Gloria Gonzales-Dholakia: Absent, Dr. Laura Marques: In favor, Nekosi Nelson: In favor, Anna Smith: In favor.*

6. Discussion of Districtwide Intruder Detection Audit Report Findings

8. **CLOSED SESSION**

The Board of Trustees went into closed session at 11:04 PM after the board president announced the right to do so under:

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

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

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

D. exas Government Code 551.074: deliberation and consideration of employment of Early Childhood Center Principal

E. Texas Government Code 551.089: discussion of district-wide intruder detection audit report findings

The Board of Trustees returned to open session at 11:24 PM.

9. **ACTION PURSUANT TO CLOSED SESSION**

A. Consider employment of Early Childhood Center Principal

   *No action was taken on this agenda item.*

10. **BOARD MEETING DEBRIEF**

11. **ADJOURNMENT**

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

Time: 11:24 PM

These minutes were read and approved by the Board of Trustees on the 5th day of February 2026.


_____                    _____

President                                                           Secretary


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

# Leander ISD Board Meeting Agenda Item Information
## Meeting Date: Thursday, February 5, 2026

| | |
|---|---|
| **Agenda Item:** | Consider Resolution Regarding a Period of Prayer and Reading of Religious Text During the School Day Pursuant to Senate Bill 11 |
| **Purpose:** | ☐ Discussion Item/Report Only     ☒ Action Requested |
| **Administrator Responsible:** | Shawn Swisher, J.D., General Counsel |
| **Attachments:** | Model Resolution Regarding a Period of Prayer and Reading of Religious Text During the School Day Pursuant to Senate Bill 11 |

**Background Information:**

The 89th Texas Legislature passed Senate Bill (SB) 11, requiring all Texas school boards to take a record vote within six months on whether to adopt a resolution allowing a period of prayer and reading of religious texts during the school day under Texas Education Code section 25.0823.

Included, for your reference, is a draft resolution that the Board could adopt if it is determined that it wants to provide for time in the school day for a period of prayer and reading religious text. If adopted, the resolution creates strict requirements, including parent consent with a waiver of Establishment Clause claims, prohibits prayer or religious reading in the presence of nonconsenting students, and limiting activities to segregated areas, before the school day. Administration does not recommend adopting this resolution. Current state and federal law, as reflected in Board Policy FNA (Legal) and FNA (Local), already provides students the right to voluntarily pray, read religious texts, express religious viewpoints, and organize religious groups before, during, and after school on the same basis as other non-curricular groups. Students' rights to religious expression are already well established and fully supported in State and Federal Law, and in Leander ISD policies and practices. These rights remain unchanged regardless of whether the Board adopts a resolution under SB 11. Further, District administration believes that implementing the requirements of SB 11 would create significant administrative and logistical burdens, including but not limited to restructuring bell schedules and master schedules, as well as implementing the other requirements articulated above.

**Administrative Recommendation:**

Administration recommends against adopting a resolution pursuant to Senate Bill 11, for the reasons outlined in the background information above.

**Sample Motion:**

I move that the Board of Trustees decline to adopt a resolution regarding a period of prayer and reading of religious text during the school day pursuant to Senate Bill 11.

**MODEL RESOLUTION**
**REGARDING A PERIOD OF PRAYER AND READING OF RELIGIOUS TEXT**
**DURING THE SCHOOL DAY PURSUANT TO SENATE BILL 11**

The (insert name of school district or open-enrollment charter school) shall adopt a policy requiring every campus of (insert name of district or school) to provide a period of prayer and reading of the Bible or other religious text as provided by Section 25.0823, Education Code.


Adopted on the ____ day of _____, 202__ by the _____Board of Trustees.


_____          _____
President, Board of Trustees                                      Secretary, Board of Trustees

# Leander ISD Board Meeting Agenda Item Information
## Meeting Date: Thursday, February 5, 2026

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

**Background Information:**

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

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

The district is currently seeking a homebound waiver from the Texas Education Agency (TEA) for two (2) students who have medical needs that impair their ability to have in-person homebound services due to their health condition. The waiver for remote homebound will allow for a remote instructional arrangement to generate attendance (eligible days present) according to the homebound funding provisions in 4.7.2.5 Homebound Funding and Homebound Documentation Requirements. The ARD committees and/or Section 504 recommended that the two students be given a remote homebound option so that they can be supported in their coursework at their appropriate level, given their needs. An individual waiver will be submitted for each of the two students.

**Administrative Recommendation:**

Administration recommends the board allow administration to seek a waiver from TEA to request that remote homebound instruction be provided to two (2) students and counted for homebound funding purposes, and to count the students as in attendance when remote instruction is provided.

**Sample Motion:**

I move to allow LISD administration to seek a waiver from TEA to request that remote homebound be provided to two (2) students and counted for homebound funding purposes, and to count the students as in attendance when remote instruction is provided, as presented.

**LEANDER ISD**
LEADING TO A BRIGHT FUTURE

# Leander ISD Board Meeting Agenda Item Information
## Meeting Date: Thursday, February 5, 2026

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

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

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

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

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

STATE OF TEXAS                              §
                                           §
                                           §
COUNTY OF WILLIAMSON                        §

The following resolution is adopted by the Board of Trustees (the "Board") of the Leander Independent School District ("Leander ISD" or "District") at a duly called meeting on February 5, 2026.

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

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

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

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

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

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

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

**NOW, THEREFORE, IT IS HEREBY RESOLVED** that:

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

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

   a. Pursuant to the authorization of the District's Police Department:

      i. Leander ISD currently assigns either a School Resource Officer (SRO) or a Peace Officer to each comprehensive high school campus; and

      ii. Leander ISD currently provides campus security coverage by assigning School Marshals to elementary school campuses and Peace Officers to middle school campuses. However, until each campus is fully staffed in accordance with the requirements of the Code, School Resource Officers (SROs) or Peace Officers as denoted in Section 2(a)(i), operating a marked patrol vehicles *shall* respond to service calls within their assigned feeder patterns (i.e., elementary and middle schools).

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

      i. A school marshal, Peace officer, or School Resource Officer; and

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

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

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

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

AYES

NOES:

ABSENT:

ABSTAIN:

I hereby certify that the foregoing is a full, true, and correct copy of the resolution passed at the Regular Meeting of the Board of Trustees of Leander Independent School District held on February 5, 2026.

By: _____
   Anna Smith
   Board of Trustees President

Attest: _____
   Nekosi Nelson
   Board of Trustees Secretary

# Leander ISD Board Meeting Agenda Item Information
## Meeting Date: Thursday, February 5, 2026

| | |
|---|---|
| **Agenda Item:** | Consider Approval of Resolution to Pay Employees for Days Closed Due to Bad Weather |
| **Purpose:** | ☐ Discussion Item/Report Only  ☒ Action Requested |
| **Administrator Responsible:** | Pete D. Pape, Ed.D., CPA, Chief Financial Officer |
| **Attachments:** | Resolution to Pay Employees for Missed Days Due to Bad Weather |

**Background Information:**

Bad weather forced the district to be closed on Monday, January 26, 2026, and Tuesday, January 27, 2026. Per policy DEA(LOCAL) a board resolution is required to pay employees for the days the district was closed. Policy DEA (LOCAL) states:

If the Board chooses to pay employees during an emergency closure for which the workdays are not scheduled to be made up at a later date; then that authorization shall be by resolution or other Board action and shall reflect the purpose served by the expenditure.

**Administrative Recommendation:**

Administration recommends the Board of Trustees approve the resolution which will 1) Pay LISD employees for the days the district was closed due to bad weather (regular rate), 2) in addition pay auxiliary employees who were required to report their regular hourly rate of pay for hours worked up to 40 hours (effectively resulting in double pay), and 3) pay time and a half for hours worked beyond 40 hours (effectively resulting in 2.5 pay), as presented.

**Sample Motion:**

I move the Board of Trustees approve the resolution which will: 1) Pay LISD employees for the days the district was closed due to bad weather (regular rate), 2) in addition pay auxiliary employees who were required to report their regular hourly rate of pay for hours worked up to 40 hours (effectively resulting in double pay), and 3) pay time and a half for hours worked beyond 40 hours (effectively resulting in 2.5 pay), as presented.

LEANDER ISD
LEADING TO A BRIGHT FUTURE

**RESOLUTION OF THE BOARD OF TRUSTEES**
**OF THE LEANDER INDEPENDENT SCHOOL DISTRICT**

WHEREAS, the Leander Independent School District Board of Trustees recognizes that the territory included in the Leander Independent School District is subject to both the Ice Storm Warning Winter and Storm Fern Warning issued by the National Weather Service for bad weather for Saturday, January 24, 2026, until noon on Sunday, January 25, 2026; and,

WHEREAS, inclement weather conditions across the Greater Austin resulted in freezing temperatures, sleet, snow, and ice during the dates of Saturday, January 24, 2026, Sunday, January 25, 2026, Monday, January 26, 2026, and Tuesday, January 27, 2026;, and,

WHEREAS, while schools remained closed, some employees of the District continued to work to protect and mitigate District property and preserve District operations, while others were without work, although they were ready, willing, and able to return to work; and

WHEREAS, pursuant to cooperative efforts with state and local officials to prepare for impending inclement weather, including facility preparation and cleaning, Leander Independent School District closed operations on Monday, January 26, 2026 and Tuesday, January 27, 2026, and the subsequent days that followed until the time the District was open and fully operational; and,

WHEREAS, Leander Independent School District will only need to make-up the missed instructional minutes if the winter storm closure exceeds the additional instructional minutes embedded in the 2025-2026 Instructional Calendar, unless a waiver is granted by the state of Texas and/or the Texas Education Agency (TEA); and,

WHEREAS, the Board of Trustees of the Leander Independent School District seeks to retain its employees and facilitate efficient operations of educational activities; and,

WHEREAS, the Board of Trustees of the Leander Independent School District finds that compensating employees for work days missed as a result of bad weather serves an important public purpose in that continued retention of such employees shall enable the school district to continue efficient operation educational activities; and,

**IT IS THEREFORE:**

RESOLVED the Board of Trustees of the Leander Independent School District hereby declares any days missed due to inclement weather will not need to be made up and authorizes the administration to compensate all employees for days when the District is/was closed due to bad weather in accordance with board policy DEA(LOCAL):

If the Board chooses to pay employees during an emergency closure for which the workdays are not scheduled to be made up at a later date; then that authorization shall be by resolution or other Board action and shall reflect the purpose served by the expenditure and,

BE IT FURTHER RESOLVED the Board of Trustees of the Leander Independent School District hereby authorizes the administration to further compensate non-exempt (auxiliary) employees who were required and reported to duty to perform such duties as checking on district facilities and technology, debris clean-up, and preparing for the re-opening of the district on Saturday, January 24, 2026 and/or January 25, 2026 and subsequent days followed until the time the District was open and fully operational in accordance with board policy DEA(LOCAL) at their regular hourly rate of pay (time and a half for hours worked beyond 40 hours).

## CERTIFICATE FOR RESOLUTION

I hereby certify the foregoing resolution was presented to the Board of Trustees of the Leander Independent School District during a scheduled Board Meeting on February 5, 2026. A quorum of the Board of Trustees being then present, it was then duly moved and seconded that the resolution be adopted, and such resolution was then adopted according to the following vote:

Ayes:_____      Nays:_____      Abstentions:_____

PASSED and ADOPTED this 5th day of February 2026, by the Board of Trustees of the Leander Independent School District.

_____

President, Board of Trustees Anna Smith

February 05, 2026

# Superintendent's Report

Board of Trustees Meeting

76

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**WINTER WEATHER - THANK YOU!**

# EMPOWERED STUDENTS



78

**RUNNING BRUSHY MS**

# EMPOWERED STUDENTS



79

# EMPOWERED STAFF LEARNING



80

# EMPOWERED STAFF LEARNING



81

# EMPOWERED STAFF LEARNING



82

# EMPOWERED STAFF LEARNING



83

# EMPOWERED STAFF LEARNING



84

# SAFE & INNOVATIVE LEARNING ENVIRONMENTS



85

# DISCUSSION

# Leander ISD Board Meeting Agenda Item Information
## Meeting Date: Thursday, February 5, 2026

| | |
|---|---|
| **Agenda Item:** | Consider Approval of 2025-2029 House Bill 3 (HB3) Goals |
| **Purpose:** | ☐ Discussion Item/Report Only ☒ Action Requested |
| **Administrator Responsible:** | Dustin Binnicker, Ed.D., Assistant Superintendent of Advanced Academics & Pathways; Lauren Meeks, M.Ed., Assistant Superintendent of Curriculum & Instruction |
| **Attachment:** | Consider Approval of 2025-2029 House Bill 3 (HB3) Goals Presentation |

**Background Information:**

During the January 22, 2026, Regular Board Meeting, administration presented the annual update on Leander ISD's House Bill 3 (HB3) progress for early reading and math proficiency, as well as College, Career, and Military Readiness (CCMR). Pursuant to the Board's request for refined targets, administration has updated the HB3 goals to better align with the district's commitment to narrowing achievement gaps.

The revised HB3 goals prioritize student group performance, specifically focusing on closing disparate achievement gaps in early childhood outcomes. The recalibrated targets, as detailed in tonight's presentation, specifically address student group performance. The visuals provided in the presentation illustrate the recalibrated trajectories for each student group.

Moving forward, the administration will provide consistent reporting on yearly progress toward these benchmarks. The district's strategy for goal management is two-fold:

- Performance Surpassing Targets: Goals will be adjusted upward to reflect and sustain progress above the initial trajectory.
- Performance Below Targets: Action plans will be evaluated and modified to make the necessary adjustments and provide the support needed to meet established goals.

Tonight, administration is requesting approval of the district's updated HB3 goals.

**Administrative Recommendation:**

Administration recommends approval of Leander ISD's updated House Bill 3 (HB3) goals.

**Sample Motion:**

I move that the Board of Trustees approve Leander ISD's updated House Bill 3 (HB3) goals, as presented.

February 5, 2026

# Consider Approval of
# 2025-2029 House Bill 3 (HB3) Goals Presentation

# HB 3: Early Childhood Reading Goals *Presented 1-22-26*



3rd Grade Reading/Language Arts STAAR % Meets Grade Level

*Includes English and Spanish tests*

89

2

# HB 3: Early Childhood Reading Goals *Presented 1-22-26*



### 3rd Grade Reading/Language Arts STAAR % Meets Grade Level

Legend: LISD - Black/Afr. Amer. · LISD - Hispanic/Latino · LISD - White · LISD - Two or More Races · LISD - Asian

| | Spring 2023 | Spring 2024 | Spring 2025 | Spring 2026 | Spring 2027 | Spring 2028 | Spring 2029 | Spring 2030 |
|---|---|---|---|---|---|---|---|---|
| Asian | 78% | 74% | 78% | 78% | 79% | 79% | 80% | 80% |
| White | 63% | 60% | 67% | 69% | 70% | 72% | 73% | 75% |
| Two or More Races | 61% | 63% | 64% | 66% | 68% | 70% | 72% | 74% |
| Black/Afr. Amer. | 51% | 41% | 49% | 51% | 53% | 55% | 57% | 59% |
| Hispanic/Latino | 41% | 40% | 45% | 47% | 49% | 51% | 53% | 55% |

Actual: Spring 2023 – Spring 2025 · Goals: Spring 2026 – Spring 2030

**2024-2025 # of 3rd Grade Testers: 2988**

**Asian: 555**

**Black/African American: 130**

**Hispanic: 773**

**Two or More: 232**

**White: 1382**

*Includes English and Spanish tests*

90

3

# HB 3: Early Childhood Reading *Updated Goals*



3rd Grade Reading/Language Arts STAAR % Meets Grade Level

*Includes English and Spanish tests*

91

4

# HB 3: Early Childhood Reading Goals *Presented 1-22-26*



### 3rd Grade Reading/Language Arts STAAR % Meets Grade Level

- LISD - Special Education
- LISD - Economically Disadvantaged
- LISD - Current Emergent Bilingual + Monitor

| | Spring 2023 | Spring 2024 | Spring 2025 | Spring 2026 | Spring 2027 | Spring 2028 | Spring 2029 | Spring 2030 |
|---|---|---|---|---|---|---|---|---|
| Emergent Bilingual | 52% | 42% | 51% | 53% | 55% | 57% | 59% | 61% |
| Econ. Disadvantaged | 35% | 30% | 38% | 40% | 42% | 44% | 46% | 48% |
| Special Education | 29% | 23% | 28% | 30% | 32% | 34% | 36% | 38% |
| | Actual | | | Goals | | | | |

*2024-2025 # of 3rd Grade Testers: 2988*

*Economically Disadvantaged: 637*

*Emergent Bilingual: 620*

*Special Education: 606*

*Includes English and Spanish tests*

92

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# HB 3: Early Childhood Reading *Updated Goals*



3rd Grade Reading/Language Arts STAAR % Meets Grade Level

93

*Includes English and Spanish tests*

6

# HB 3: Early Childhood Mathematics Goals *Presented 1-22-26*



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# HB 3: Early Childhood Mathematics Goals *Presented 1-22-26*

## 3rd Grade Math STAAR % Meets Grade Level



Legend:
- LISD - Black/Afr. Amer.
- LISD - Hispanic/Latino
- LISD - White
- LISD - Two or More Races
- LISD - Asian

| | Spring 2023 | Spring 2024 | Spring 2025 | Spring 2026 | Spring 2027 | Spring 2028 | Spring 2029 | Spring 2030 |
|---|---|---|---|---|---|---|---|---|
| Asian | 78% | 74% | 78% | 78% | 79% | 79% | 80% | 80% |
| White | 55% | 50% | 54% | 56% | 58% | 60% | 62% | 64% |
| Two or More Races | 52% | 56% | 49% | 52% | 55% | 57% | 60% | 62% |
| Black/Afr. Amer. | 38% | 33% | 34% | 36% | 38% | 40% | 43% | 45% |
| Hispanic/Latino | 28% | 28% | 29% | 31% | 33% | 35% | 37% | 39% |

Actual: Spring 2023 – Spring 2025
Goals: Spring 2026 – Spring 2030

*2024-2025 # of 3rd Grade Testers: 2991*

*Asian:* 551

*Black/African American:* 195

*Hispanic:* 780

*Two or More:* 231
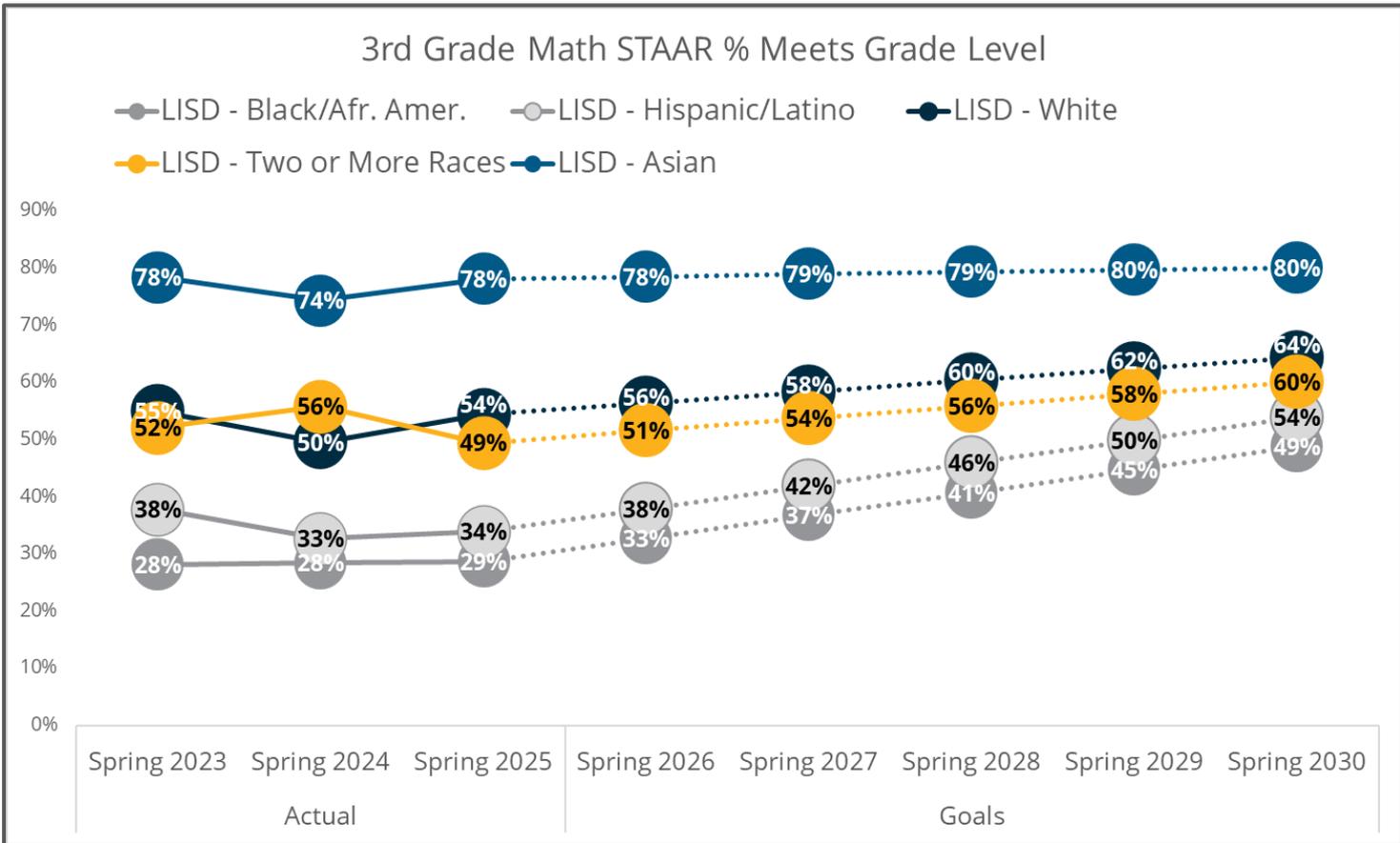
*White:* 1290

8

# HB 3: Early Childhood Mathematics Updated Goals



3rd Grade Math STAAR % Meets Grade Level

96

9

# HB 3: Early Childhood Mathematics Goals *Presented 1-22-26*



3rd Grade Math STAAR % Meets Grade Level
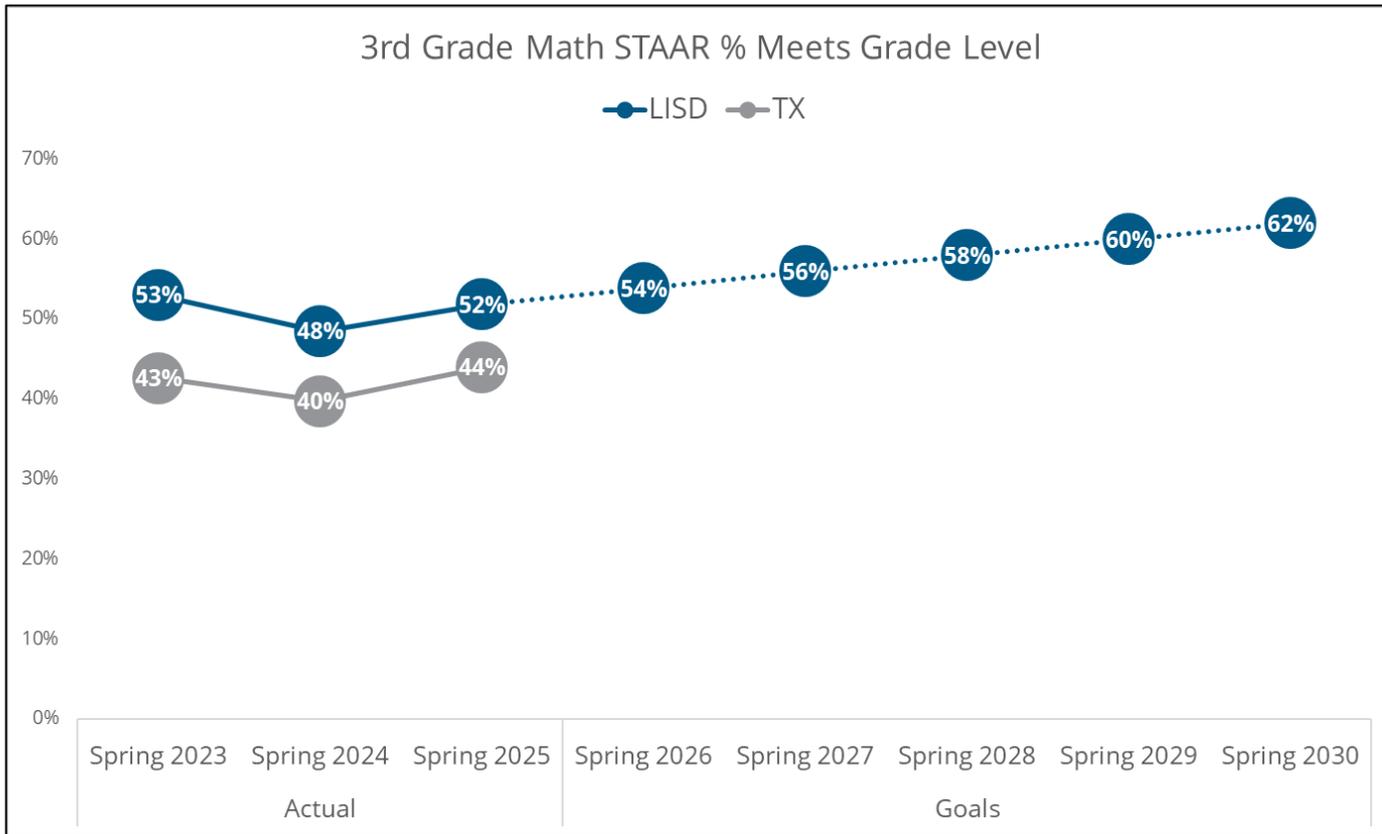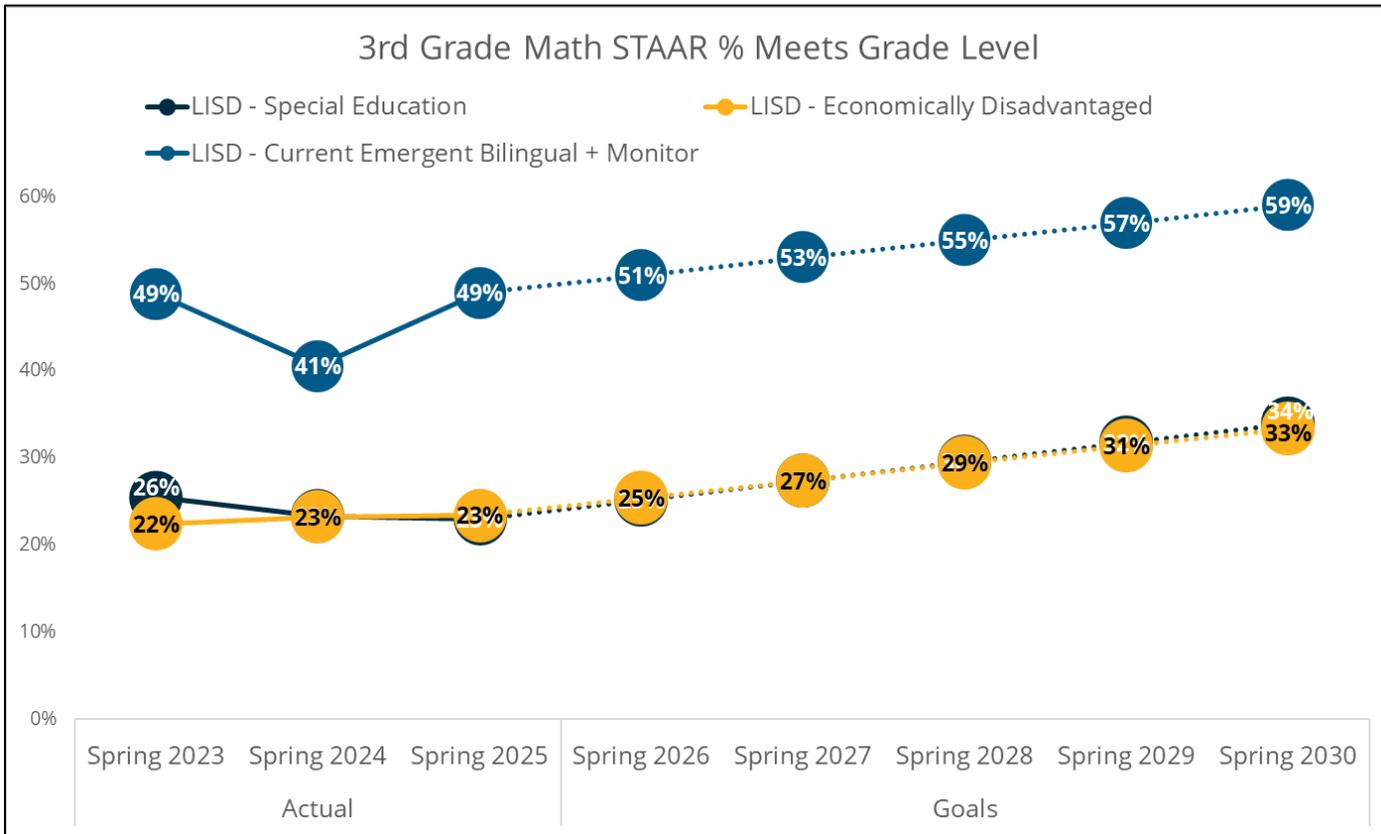
*2024-2025 # of 3rd Grade Testers:* 2991

*Economically Disadvantaged:* 641

*Emergent Bilingual:* 620          97

*Special Education:* 608

10

# HB 3: Early Childhood Mathematics Updated Goals



3rd Grade Math STAAR % Meets Grade Level

98
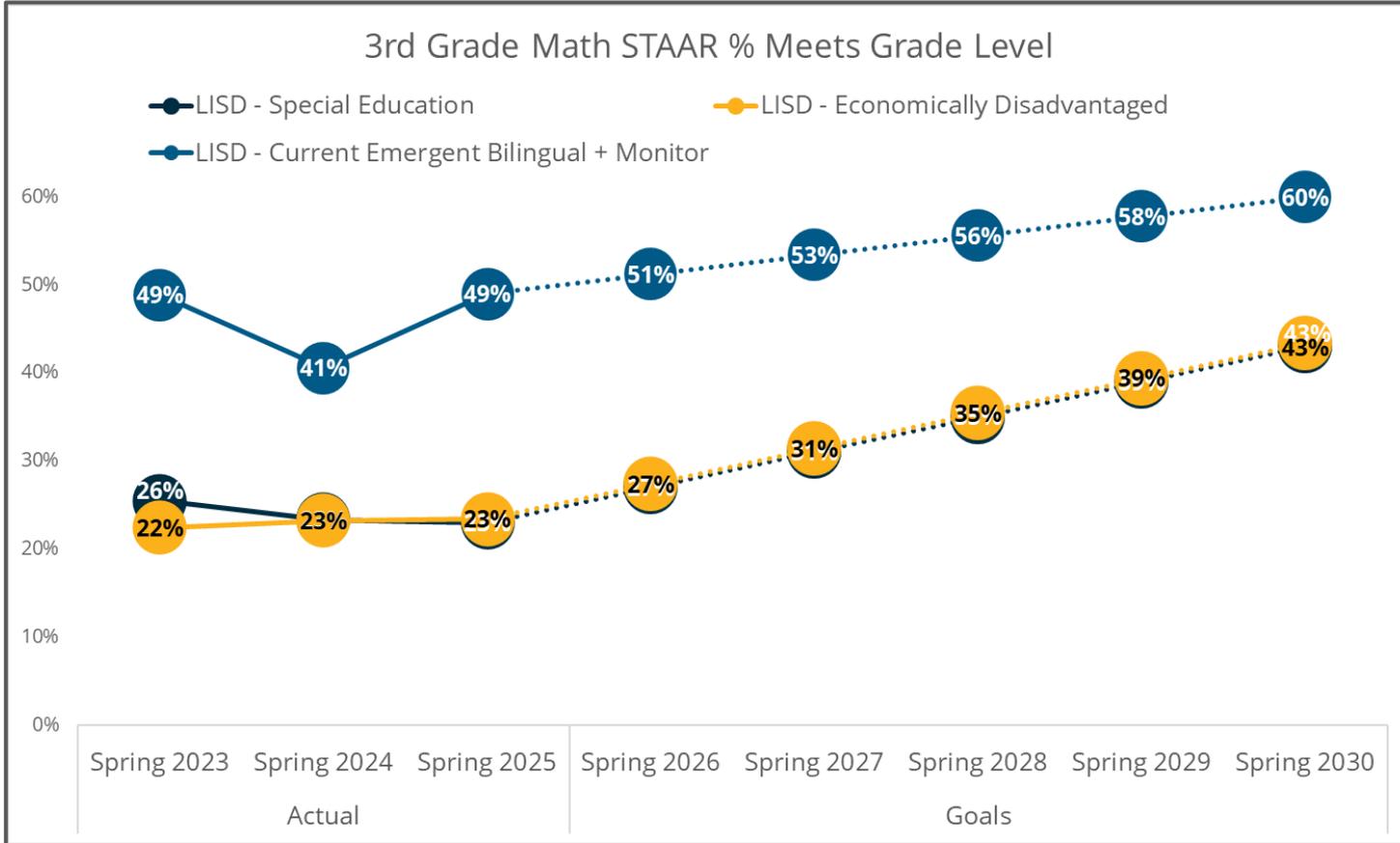
# DISCUSSION

January 22, 2026

# Discussion of Annual House Bill (HB3) Update

# PURPOSE

Present the district's 2025 to 2030 House Bill 3 (HB 3) goals and plans for early childhood literacy and mathematics (EC-LM) proficiency as well as College, Career, and Military Readiness (CCMR).



**TEA**
Texas Education Agency®

House Bill 3 requires school boards to adopt detailed plans developed by their management teams that achieves goals in three areas:

(1) **Early Childhood Literacy**

(2) **Mathematics Proficiency**

(3) **College Career and Military Readiness**

101

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# HB3 Requirements

- One or more district administrators to oversee the coordination and development of the plan

- Specific, measurable and relevant annual goals over a 5-year period

- Annual public Board review of goals and report of goal progress

## TEA — Texas Education Agency — Specific Plan Requirements

| EC-LM | CCMR |
|---|---|
| • Annual goals for aggregate student growth on 3rd grade math and reading assessment | • Annual goals for aggregate student growth on CCMR readiness indicators evaluated under the student achievement domain |
| • Annual goals for students in each group evaluated under closing the gaps domain (25 or more students in a group) | • Annual goals for students in each group evaluated under closing the gaps domain (25 or more students in a group) |
| • Targeted professional development for classroom teachers in kindergarten through 3rd grade for campuses that the board identifies as not meeting the plan's goals and that considers the unique needs of students in bilingual education or special language programs | |
| • Annual goals may be set for students in bilingual or ESL programs | |

*ESL - English as a Second Language

15

# STAAR Performance Levels

| Performance Category | Symbol | Description |
|---|---|---|
| Did Not Meet Grade Level | 🔴❗ | **DID NOT PASS**<br>No basic understanding of course expectations is shown—student may need significant support in the coming year. |
| Approaches Grade Level | 🟣➡️ | **PASSED**<br>Some knowledge of course content but may be missing critical elements—student needs additional support in the coming year. |
| Meets Grade Level | 🔵✔️ | **PASSED**<br>Strong knowledge of course content—student is prepared to progress to the next grade. |
| Masters Grade Level | 🟢🏵️ | **PASSED**<br>Mastery of course knowledge and skills is shown—student is on track for college and career readiness. |

HB3

*STAAR - State of Texas Assessments of Academic Readiness

103

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# HB 3: Early Childhood Reading



3rd Grade Reading/Language Arts STAAR % Meets Grade Level

LISD — TX

| | Spring 2023 | Spring 2024 | Spring 2025 | Spring 2026 | Spring 2027 | Spring 2028 | Spring 2029 | Spring 2030 |
|---|---|---|---|---|---|---|---|---|
| LISD | 62% | 56% | 64% | 66% | 68% | 70% | 72% | 74% |
| TX | 48% | 46% | 50% | | | | | |
| | Actual | | | Goals | | | | |

104

*Includes English and Spanish tests*

17

# HB 3: Early Childhood Reading



3rd Grade Reading/Language Arts STAAR % Meets Grade Level

- LISD - Black/Afr. Amer.
- LISD - Hispanic/Latino
- LISD - White
- LISD - Two or More Races
- LISD - Asian

*2024-2025 # of 3rd Grade Testers: 2988*

*Asian: 555*

*Black/African American: 130*

*Hispanic: 773*

*Two or More: 232*

*White: 1382*

105

*Includes English and Spanish tests*

18
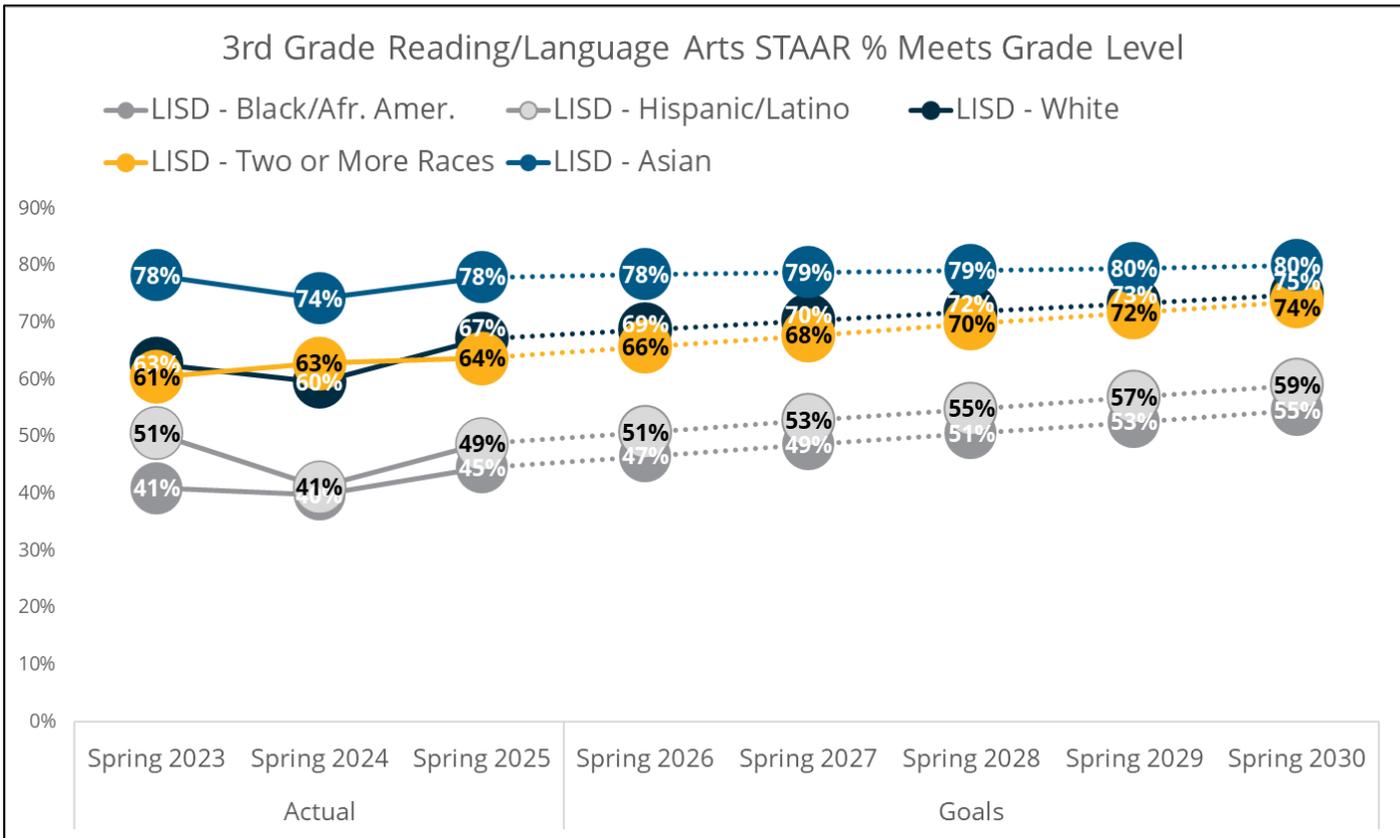
# HB 3: Early Childhood Reading



3rd Grade Reading/Language Arts STAAR % Meets Grade Level

*2024-2025 # of 3rd Grade Testers: 2988*

*Economically Disadvantaged: 637*    106

*Emergent Bilingual: 620*

*Special Education: 606*

*Includes English and Spanish tests*

# HB 3: Next Steps

**Early Literacy:**

- Support collaborative teams in the use and implementation of curriculum through Professional Learning Communities (PLC) and focused professional development.
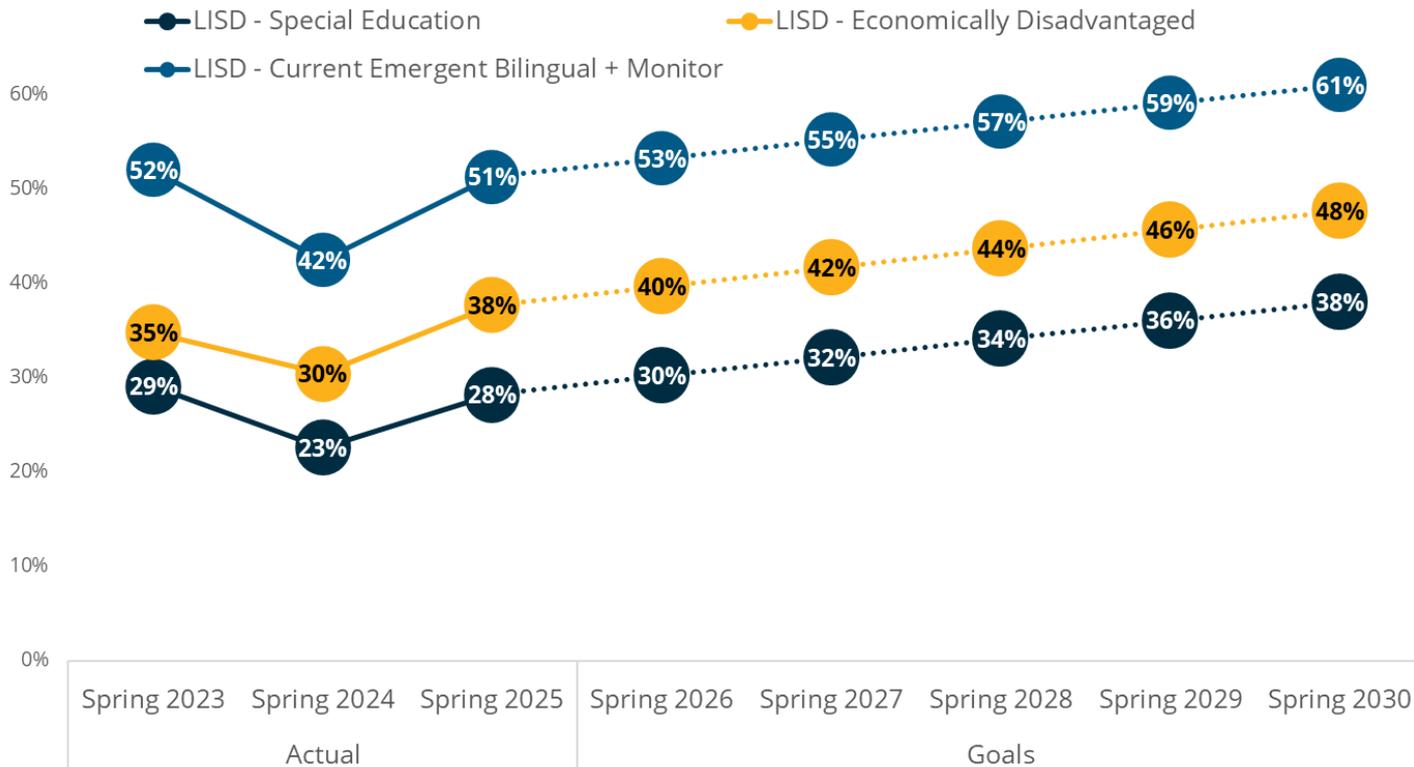
- Promote reading and writing experiences throughout the day and across the content areas.

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

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

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# HB 3: Early Childhood Mathematics



3rd Grade Math STAAR % Meets Grade Level

108

# HB 3: Early Childhood Mathematics



3rd Grade Math STAAR % Meets Grade Level
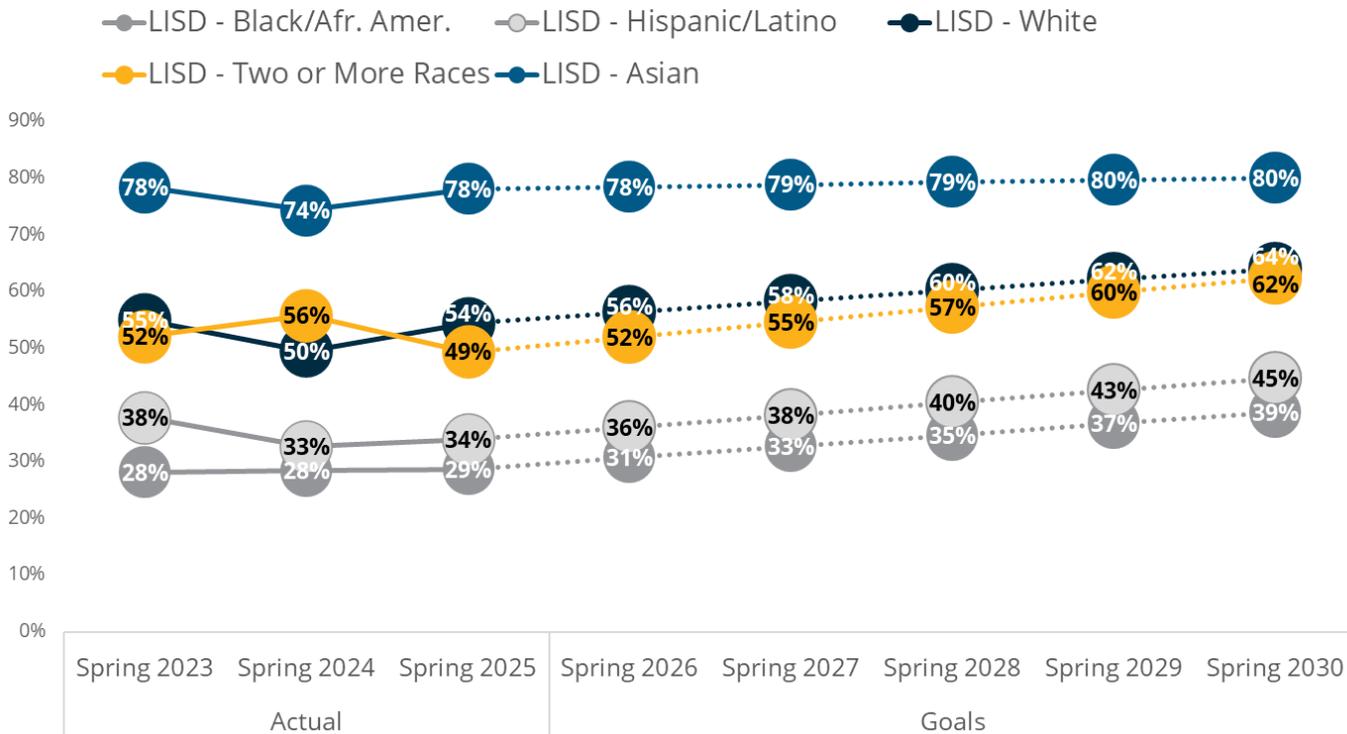
*2024-2025 # of 3rd Grade Testers: 2991*

*Asian:* 551

*Black/African American:* 109

*Hispanic:* 780

*Two or More:* 231
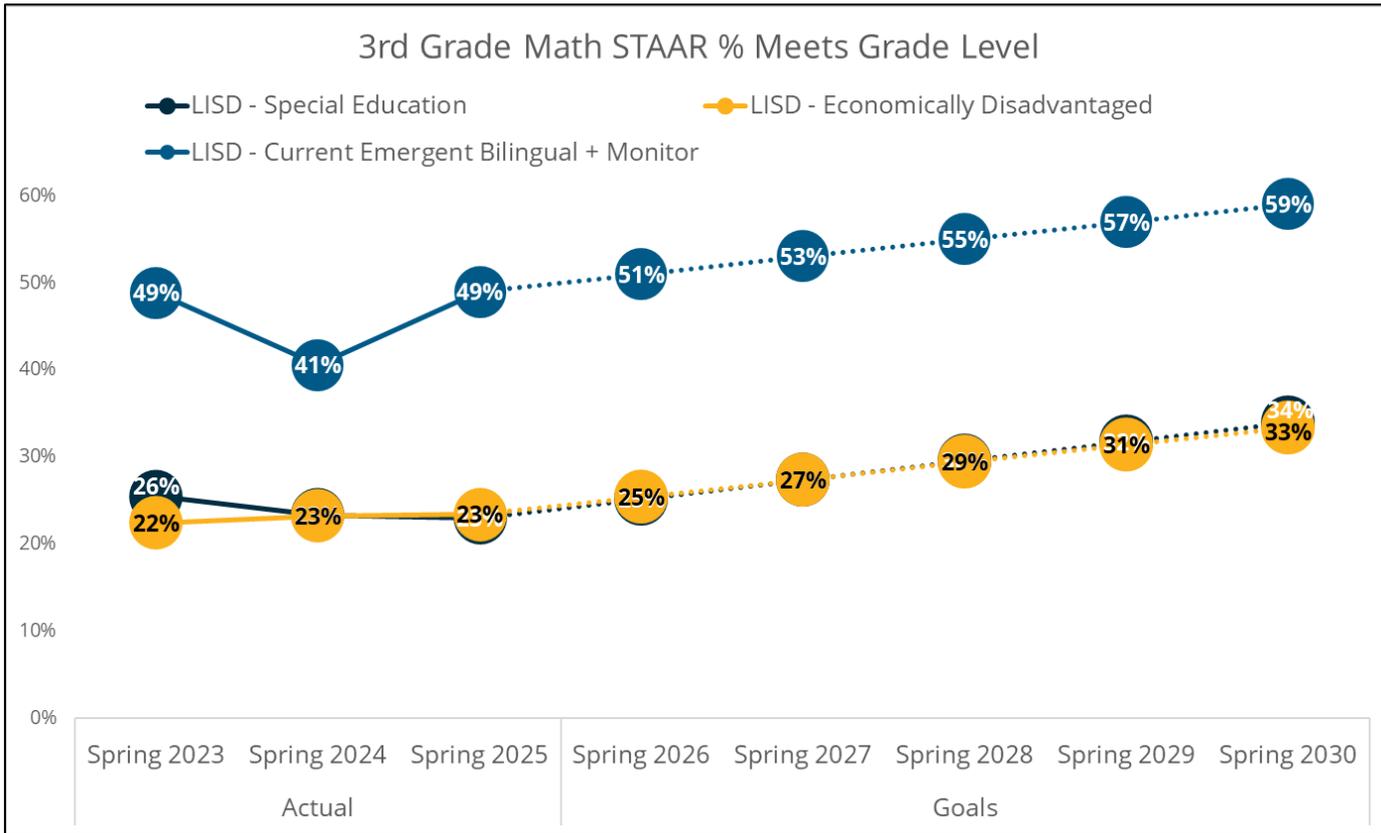
*White:* 1290

22

# HB 3: Early Childhood Mathematics



### 3rd Grade Math STAAR % Meets Grade Level

*2024-2025 # of 3rd Grade Testers:* 2991

*Economically Disadvantaged:* 641

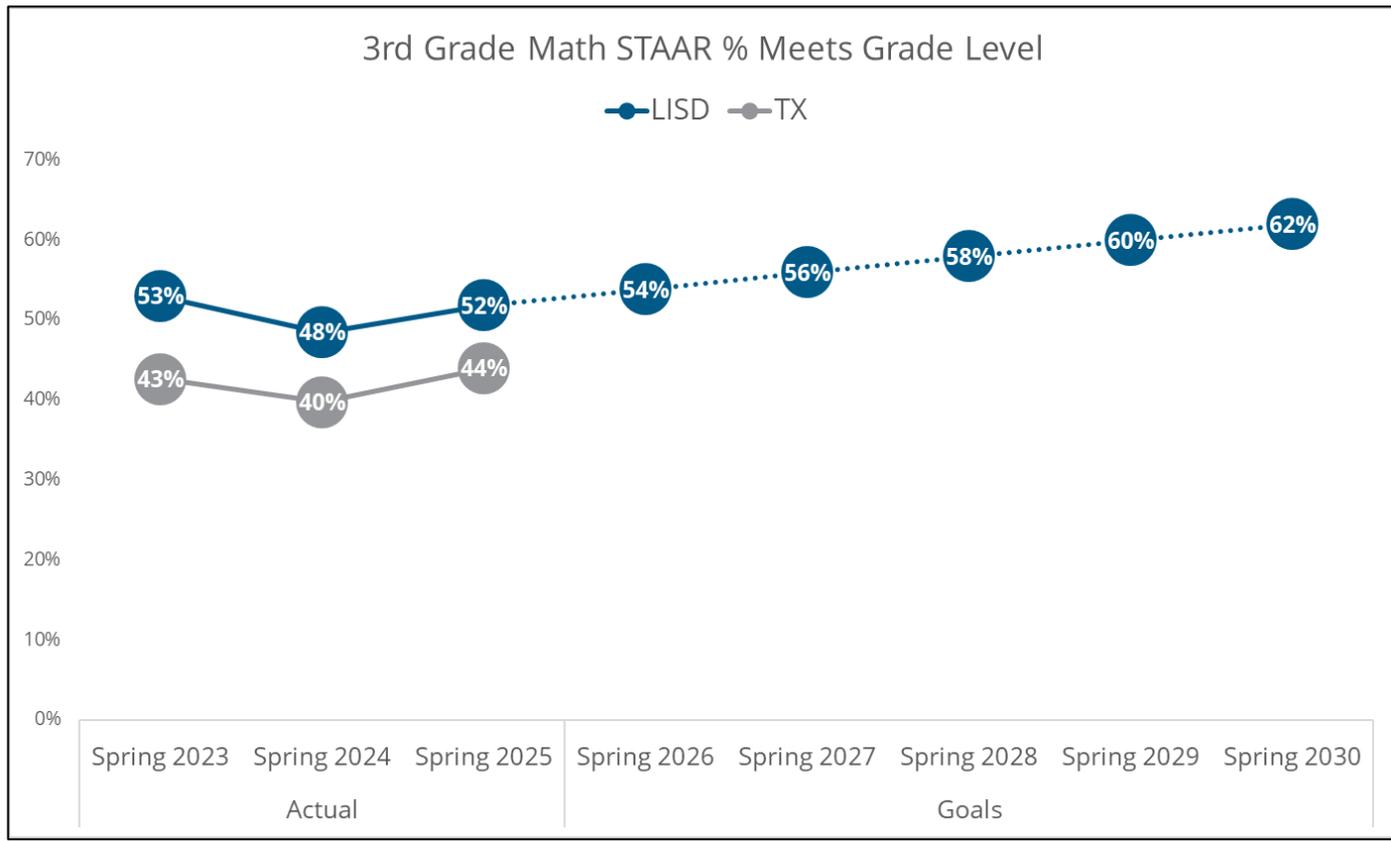*Emergent Bilingual:* 620     110

*Special Education:* 608

23

# HB 3: Next Steps

**Early Mathematics:**

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

- Leverage LISD one-pagers to empower district and campus leaders in ensuring that effective instructional strategies are consistently implemented and observed.

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

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

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# HB 3: College, Career, and Military Readiness



College, Career, and Military Readiness

LISD — TX

| | Class of 2022 | Class of 2023 | Class of 2024 | Class of 2025 | Class of 2026 | Class of 2027 | Class of 2028 | Class of 2029 |
|---|---|---|---|---|---|---|---|---|
| LISD | 84% | 86% | 86% | 88% | 90% | 91% | 93% | 95% |
| TX | 70% | 76% | 82% | | | | | |
| | Actual | | | Goals | | | | |

112

25

# HB 3: College, Career, and Military Readiness



College, Career, and Military Readiness

Legend:
- LISD - Black/Afr. Amer.
- LISD - Hispanic/Latino
- LISD - White
- LISD - Two or More Races
- LISD - Asian

| | Class of 2022 | Class of 2023 | Class of 2024 | Class of 2025 | Class of 2026 | Class of 2027 | Class of 2028 | Class of 2029 |
|---|---|---|---|---|---|---|---|---|
| Asian | 94% | 96% | 98% | 98% | 99% | 99% | 100% | 100% |
| White | 87% | 89% | 89% | 90% | 91% | — | — | 90% |
| Two or More Races | 86% | 80% | 87% | 89% | 90% | 92% | 93%/94% | 95%/95% |
| Black/Afr. Amer. | 76% | 77% | 78% | — | — | — | — | — |
| Hispanic/Latino | 67% | 78% | 69% | 72% | 75% | 79% | 82% | 85% |

Actual: Class of 2022 – Class of 2024
Goals: Class of 2025 – Class of 2029

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# HB 3: College, Career, and Military Readiness



College, Career, and Military Readiness

- LISD - Special Education
- LISD - Economically Disadvantaged
- LISD - Current Emergent Bilingual + Monitor

| | Class of 2022 | Class of 2023 | Class of 2024 | Class of 2025 | Class of 2026 | Class of 2027 | Class of 2028 | Class of 2029 |
|---|---|---|---|---|---|---|---|---|
| Special Education | 90% | 92% | 88% | 89% | 91% | 92% | 94% | 95% |
| Economically Disadvantaged | 72% | 73% | 69% | 72% | 75% | 79% | 82% | 85% |
| Emergent Bilingual + Monitor | 59% | 60% | 64% | 67% | 70% | 74% | 77% | 80% |

Actual: Class of 2022 – Class of 2024
Goals: Class of 2025 – Class of 2029

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# HB3 Update: College, Career, and Military Readiness

## College Readiness
- Meet Texas Success Initiative (TSI) criteria in Reading, Language Arts (RLA) and Mathematics (SAT/ACT/Texas Success Initiative Assessment (TSIA) or college prep course)
- Earn Dual Course Credits
- Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examinations
- Earn an Associate Degree
- Complete an OnRamps Dual Enrollment Course
- Graduate Under an Advanced Diploma Plan and be Identified as a Current Special Education Student

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

# HB3: Next Steps

## College, Career, and Military Readiness (CCMR):

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

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

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# DISCUSSION

# Leander ISD Board Meeting Agenda Item Information
## Meeting Date: Thursday, February 5, 2026

| | |
|---|---|
| **Agenda Item:** | Discussion of Leading Measures: 2025-2026 |
| **Purpose:** | ☒ Discussion Item/Report Only ☐ Action Requested |
| **Administrator Responsible:** | Brenda Cruz, M.Ed., Assistant Superintendent, Empowered Learning, Lauren Meeks, M.Ed., Assistant Superintendent, Curriculum and Instruction, Emily Gray, Sr. Coordinator of K-12 Measures, and Amanda Hardwick, Ed.D., Director of Humanities Curriculum |
| **Attachments:** | Discussion of Leading Measures: 2025-2026 Presentation |

**Background Information:**

In an ongoing effort to continually update the Board of Trustees and our community about the district's progress towards the student progress goals within our District Improvement plan and the Strategic Plan, a middle of the year presentation is being shared with the Board of Trustees and the Leander ISD community. Tonight's Leading Measures presentation will provide an update to the Board of Trustees on student academic progress as well as the progress of our professional learning communities.

**Administrative Recommendation:**

N/A

**Sample Motion:**

N/A

February 5, 2026

# **Discussion of Leading Measures for 2025-2026**

# PURPOSE

The purpose of tonight's presentation is to provide an update on leading measures aligned to student achievement and growth for the 2025-2026 school year.

Discussion of Leading Measures for 2025-2026

# Making Data Connections

**HB3 Goals**
*Vision/Outcome*
5 yr goals based on 3rd grade STAAR (all students) Meets Level & CCMR

**PLAN**

**Leading Measures**
*Monitor and Adjust*
K-High School Student Performance and PLC

**MONITOR**

**TAPR**
*Reflection/ Reporting*
Annual historical performance data (accountability subset of students)

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**REPORT**

* HB3: House Bill 3
* STAAR: State of Texas Assessments of Academic Readiness
* CCMR: College, Career, and Military Readiness
* PLC: Professional Learning Community
* TAPR: Texas Academic Performance Reports

# STUDENT ACHIEVEMENT AND GROWTH: Universal Screeners in LISD

## LISD Assessment Framework

**Amira**
**Reading**
Grade levels: K-5th

**NWEA MAP**
**Math**: Grades K-12
**English Language Arts:**
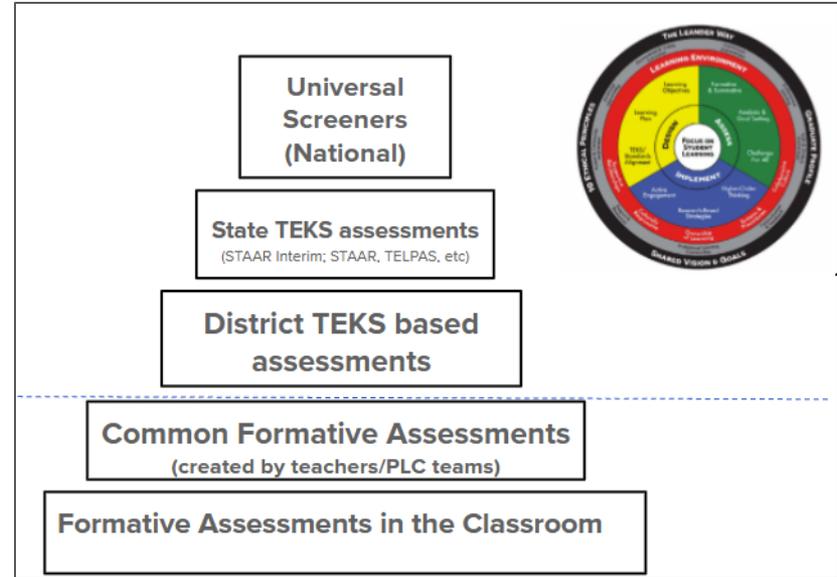Grades 6-12
**Science:** Grades 6-12
*Northwest Education Association (NWEA)
*Measures of Academic Progress (MAP)
*Texas Essential Knowledge and Skills (TEKS)
*Texas English Language Proficiency Assessment System (TELPAS)



Universal Screeners (National)

State TEKS assessments
(STAAR Interim; STAAR, TELPAS, etc)

District TEKS based assessments

Common Formative Assessments
(created by teachers/PLC teams)

Formative Assessments in the Classroom

- *Amira is new for the 2025-26 year* (Houghton Mifflin Harcourt (HMH) acquired Istation and merged with the Amira technology)
- *NWEA MAP was renormed for the 2025-26 year*

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# Universal Screeners: Amira and NWEA MAP

## Amira

Focuses on oral reading fluency, comprehension and vocabulary
- Students read aloud texts of varying lengths

Adjusts level based on student responses/performance

Available in 9 languages

Based on foundation of the Science of Reading

Parent report information

## NWEA MAP

Norm- referenced assessment
- Student's score is interpreted by comparing it to a national sample of students

**When NWEA re-norms MAP, they:**
- Collect new, large scale national data
- Update the norm group to better reflect current students
- Reset percentile ranks and growth expectations based on the new data
- Rasch UnIT (RIT) score itself does not change, but what that score means in relation to peers can change
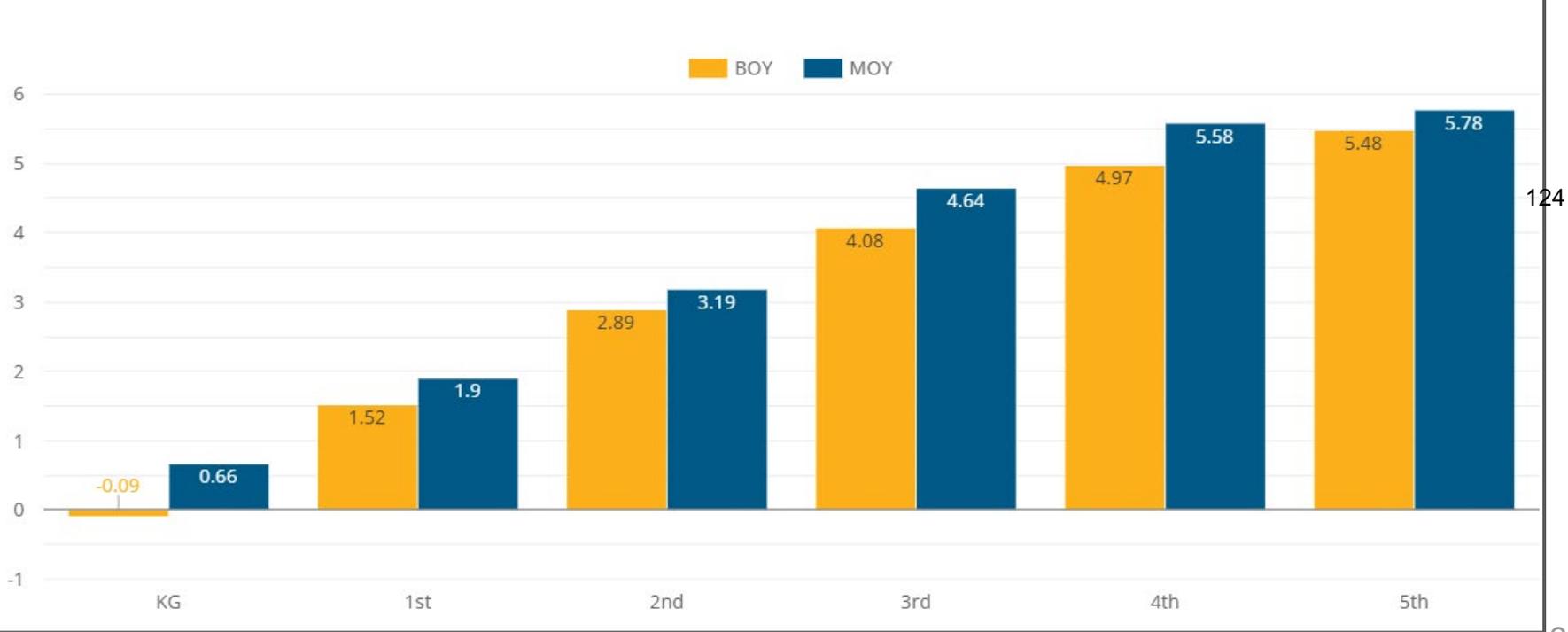
123

5
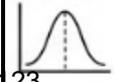
# PART 1: STUDENT PERFORMANCE - ELEMENTARY READING



Median Amira Reading Mastery (ARM) Score by Grade or Campus
ENGLISH ONLY

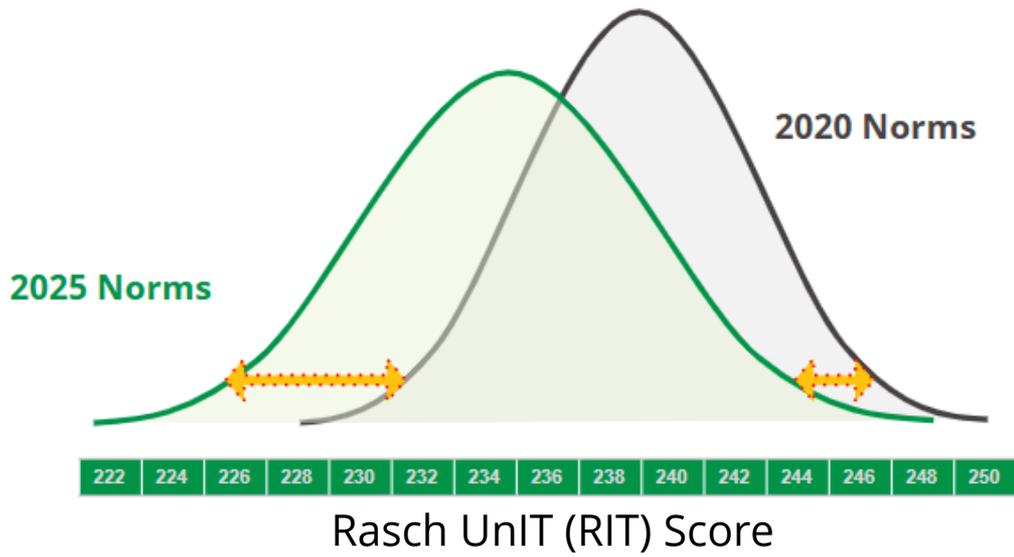*BOY - Beginning of Year     MOY- Middle of the Year*

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# NWEA MAP Renorming

## What's different in 2025 vs. 2020

Distribution shifted down *and* became more variable. Expect larger shifts at lower achievement levels and smaller shifts at higher achievement levels.

**2020 Norms**

**2025 Norms**

| 222 | 224 | 226 | 228 | 230 | 232 | 234 | 236 | 238 | 240 | 242 | 244 | 246 | 248 | 250 |

Rasch UnIT (RIT) Score

# NWEA MAP Renorming



**Performance Context: Same Time, Different Race**

Comparing John's 4-hour marathon finish in Austin vs. Boston

**Boston Marathon**

4:00:00 Finish Time

100th Place

Highly Competitive Field

**Austin Marathon**

4:00:00 Finish Time

RIT Score[126]

10th Place

Percentile

Less Competitive Field

# PART 1: STUDENT PERFORMANCE - MIDDLE SCHOOL READING

## 2024-2025

NWEA Renormed

## 2025-2026



NOTE: Each "bubble" represents the middle score at a campus.

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## PART 1: STUDENT PERFORMANCE - MIDDLE SCHOOL READING

| Mean MOY RIT Score by Grade | 24-25 | 25-26 | Change |
|---|---|---|---|
| 6th Grade | 217.6 | 217.7 | +0.1 |
| 7th Grade | 219.9 | 220.1 | +0.2 |
| 8th Grade | 222.3 | 223.3 | +1.0 |
| **6th-8th Reading Combined** | **219.9** | **220.4** | **+0.4** |

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# PART 1: STUDENT PERFORMANCE - HIGH SCHOOL ENGLISH I & II



NOTE: Each "bubble" represents the middle score at a campus.
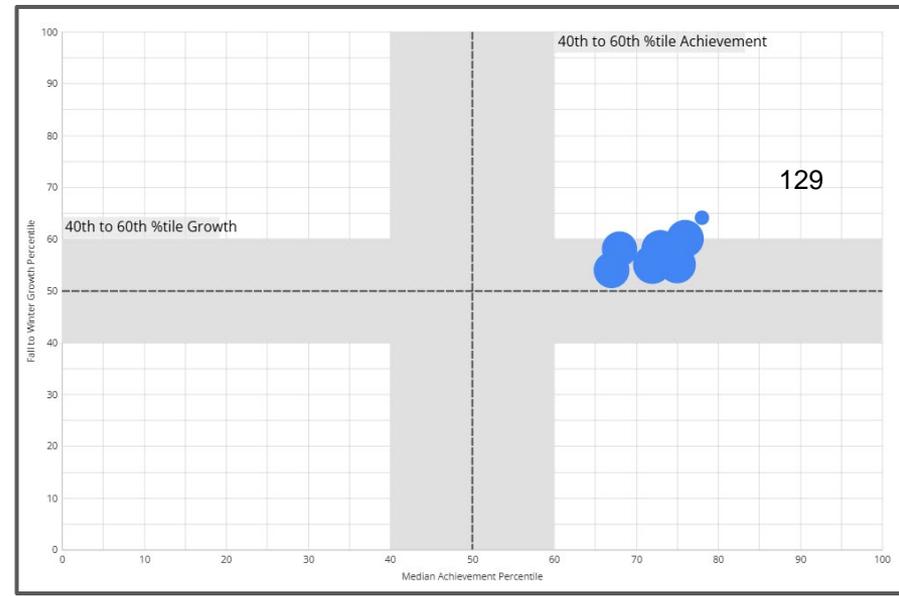
11

## PART 1:  STUDENT PERFORMANCE -  HIGH SCHOOL ENGLISH I & II

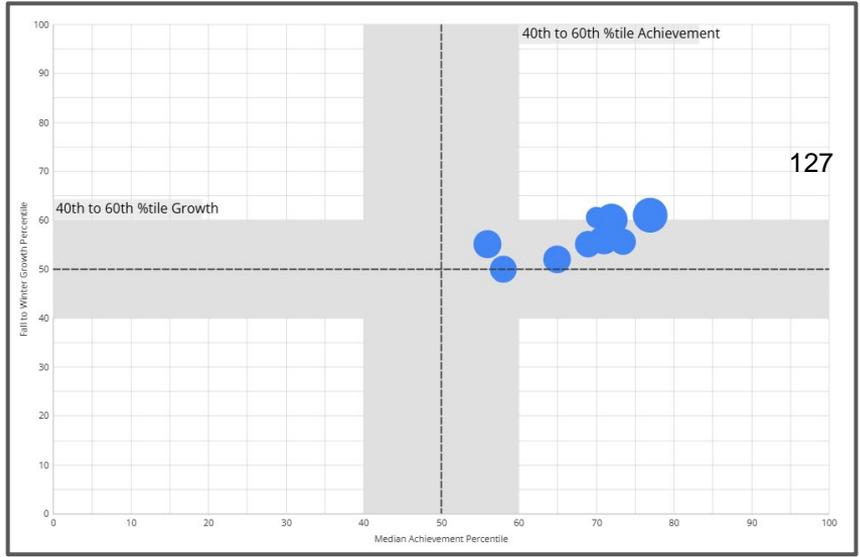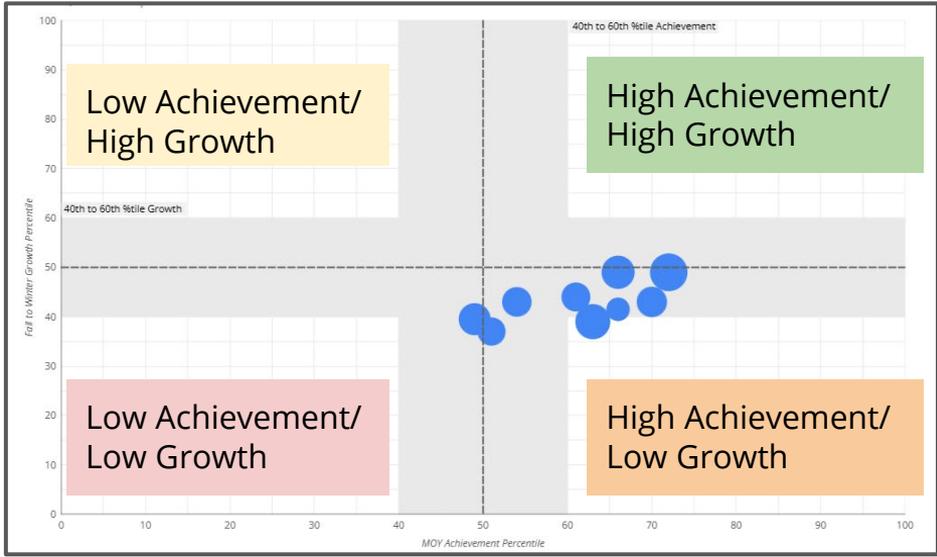| Mean MOY RIT Score by Grade | 24-25 | 25-26 | Change |
|---|---|---|---|
| English I | 224.1 | 225.1 | +1.0 |
| English II | 224.6 | 225.6 | +1.0 |
| **English I & II Combined** | **224.3** | **225.3** | **+1.0** |

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# PART 1: STUDENT PERFORMANCE - ELEMENTARY MATH

2024-2025

NWEA Renormed
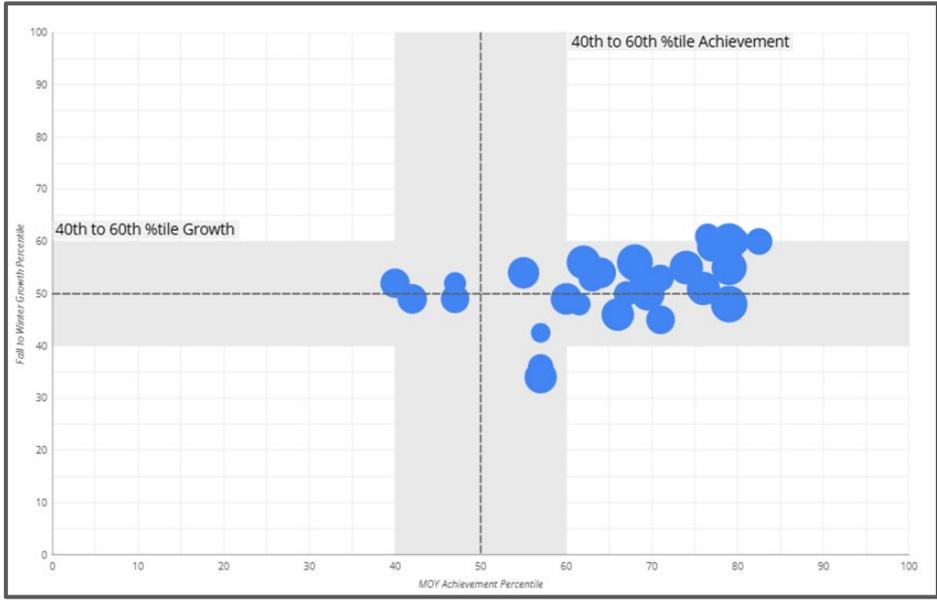
2025-2026



NOTE: Each "bubble" represents the middle score at a campus.

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## PART 1: STUDENT PERFORMANCE - ELEMENTARY MATH

| Mean MOY RIT Score by Grade | 24-25 | 25-26 | Change |
|---|---|---|---|
| Kindergarten | 156.8 | 157.6 | +0.8 |
| 1st Grade | 173.8 | 174.8 | +0.9 |
| 2nd Grade | 186.1 | 187.6 | +1.5 |
| 3rd Grade | 199.7 | 201.1 | +1.4 |
| 4th Grade | 210.7 | 212.5 | +1.8 |
| 5th Grade | 220.2 | 221.2 | +1.0 |
| **K-5th Math Combined** | **193.2** | **194.8** | **+1.6** |

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# PART 1: STUDENT PERFORMANCE - MIDDLE SCHOOL MATH



NOTE: Each "bubble" represents the middle score at a campus.

## PART 1:  STUDENT PERFORMANCE - MIDDLE SCHOOL MATH

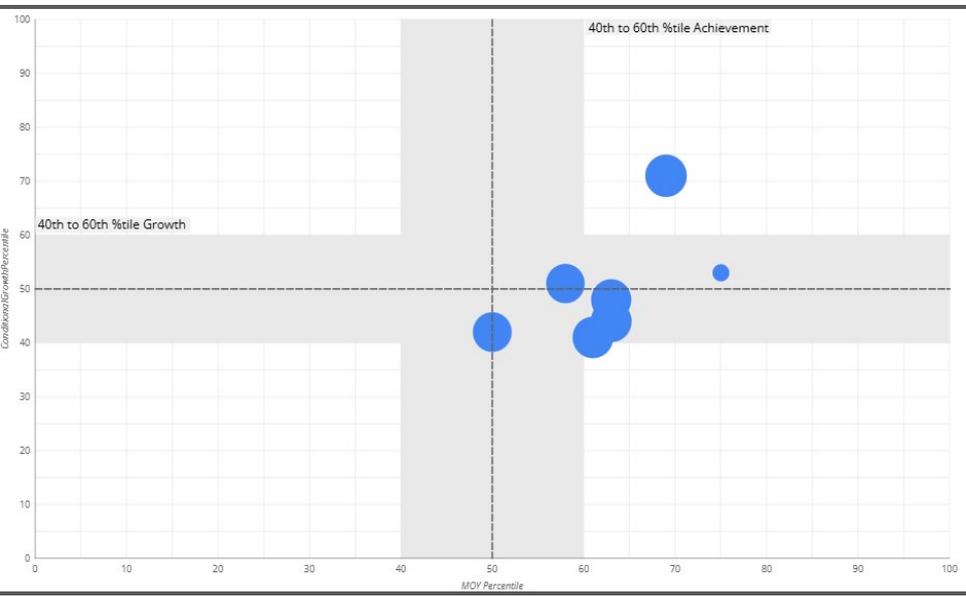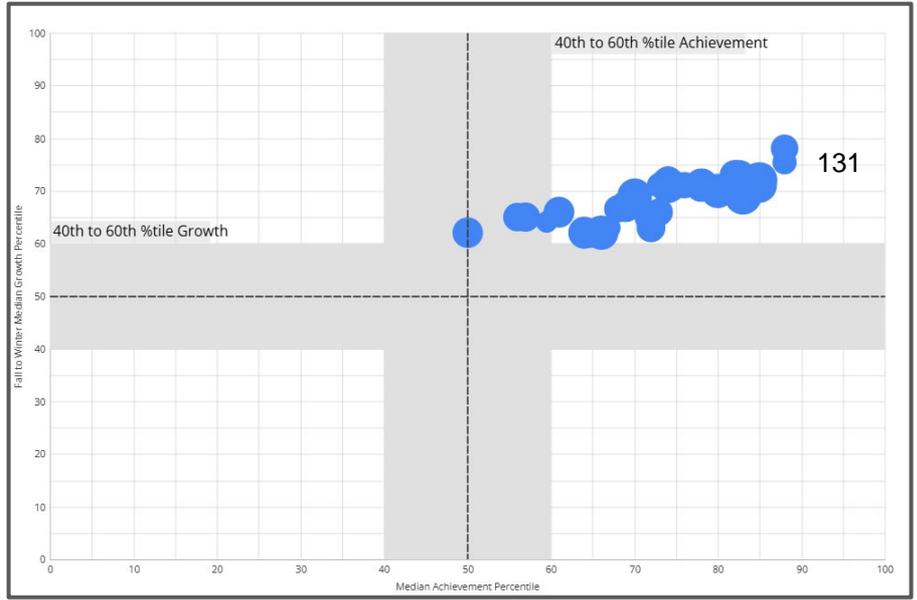| Mean MOY RIT Score by Grade | 24-25 | 25-26 | Change |
|---|---|---|---|
| 6th Grade | 225.7 | 228.7 | +3.0 |
| 7th Grade | 231.8 | 232.7 | +0.9 |
| 8th Grade | 234.4 | 239.0 | +4.6 |
| **6th-8th Math Combined** | **230.7** | **233.4** | **+2.7** |

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# PART 1: STUDENT PERFORMANCE - HIGH SCHOOL MATH

## 2024-2025

NWEA Renormed
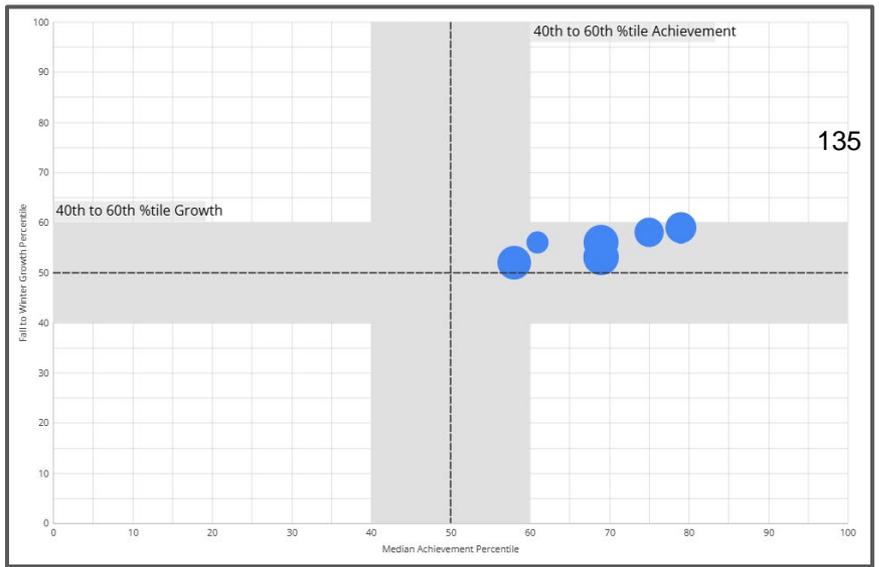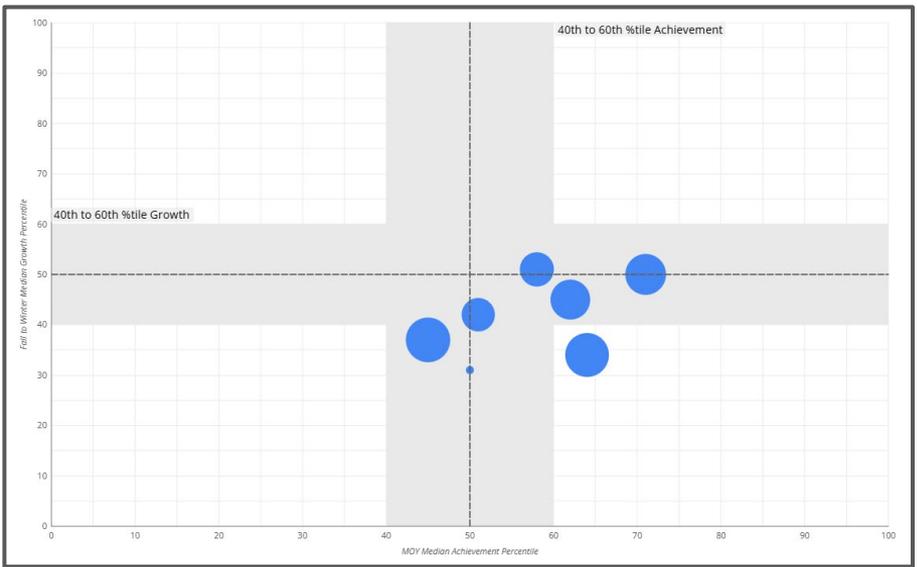
## 2025-2026



NOTE: Each "bubble" represents the middle score at a campus.

## PART 1: STUDENT PERFORMANCE - HIGH SCHOOL MATH

| Mean MOY RIT Score by Grade | 24-25 | 25-26 | Change |
|---|---|---|---|
| Algebra I | 224.9 | 227.2 | +2.3 |
| Geometry | 236.2 | 238.7 | +2.5 |
| Algebra II | 241.6 | 243.9 | +2.3 |
| **HS Math Combined** | **235.4** | **237.8** | **+2.4** |

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# Student Learning in LISD

**Summary of Next Steps:**

- Provide ongoing professional learning that supports staff in the implementation and instructional application of the new Amira screener.

- Develop clear communication protocols and training for all stakeholders regarding NWEA MAP re-norming implications, emphasizing student growth as the stable metric.

- Support data analysis protocols at the campus and district levels (PLC collaborative teams)  to adjust instructional strategies addressing PLC questions 3 & 4  based on new data.

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# Professional Learning Community (PLC) in LISD



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# Professional Learning Community (PLC) in LISD

LISD Professional Learning Community Guiding Coalition

PLC Team Implementation Guide

DRAFT Board of Trustees Implementation Guide

Professional Learning Communities in LISD
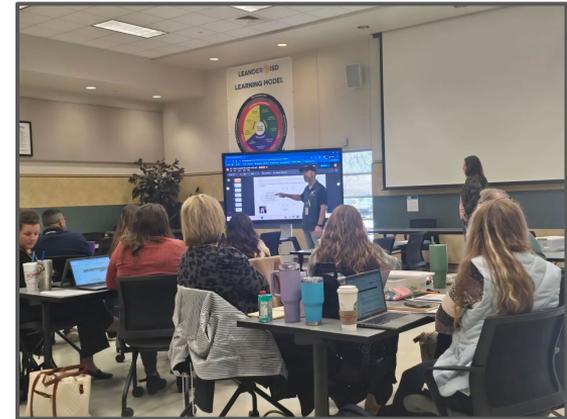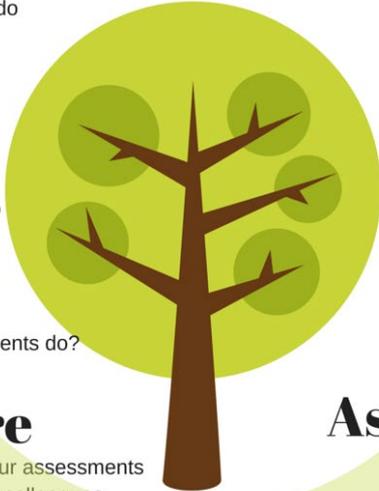
# PLC Ratings - Middle of Year (MOY)

Indicate your team's current implementation of
PLC Foundational Practices



Legend: PLC Bright | PLC Right | PLC Lite | not fully implementing PLC lite yet

BOY: 39.19% | 50.57% | 7.72% | 2.52%

MOY: 42.18% | 49.59% | 6.65% | 1.58%
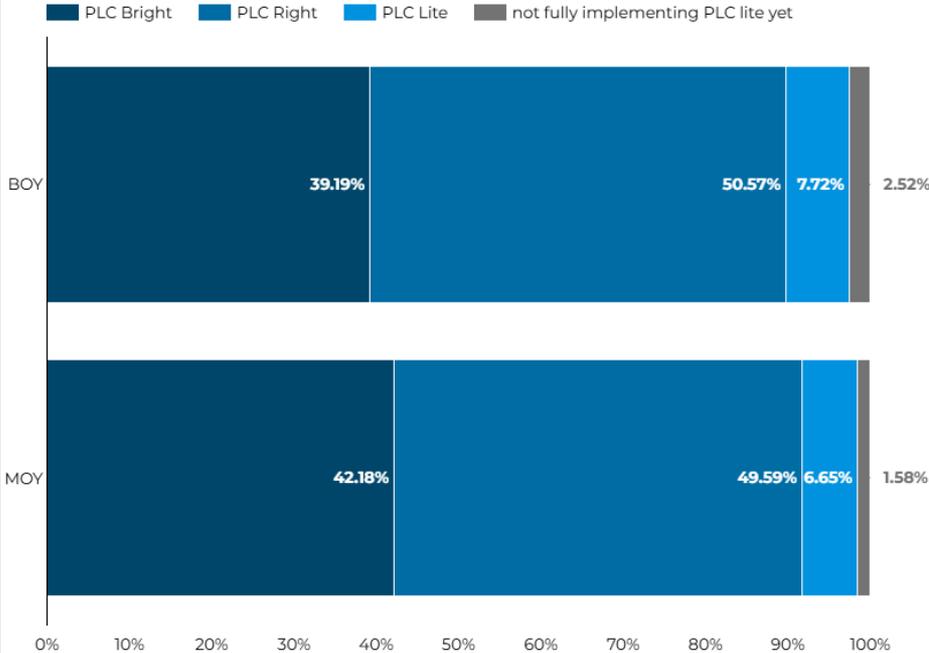
**FOUNDATIONAL PRACTICES**

**Right and Bright**
BOY: 90%          MOY: 91% (88% in 24-25)

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**Identified Key activities by staff to move PLCs forward:**
- Engage in shared learning
- Utilize processes to foster productivity (i.e., data protocols, etc.)
- Commit to collective responsibility for all

*Beginning of Year (BOY)

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# PLC Ratings - Middle of Year

**Q1: What do we want students to know and be able to do?**

**BOY:  89%**
**MOY: 93%**

**Q2: How will we know if students have learned it?**

**BOY:  84%**
**MOY: 88%**

**Q3 / 4: How will we respond when students do not learn it or extend learning if they show proficiency?**

**BOY:  78%**
**MOY: 83%**

141
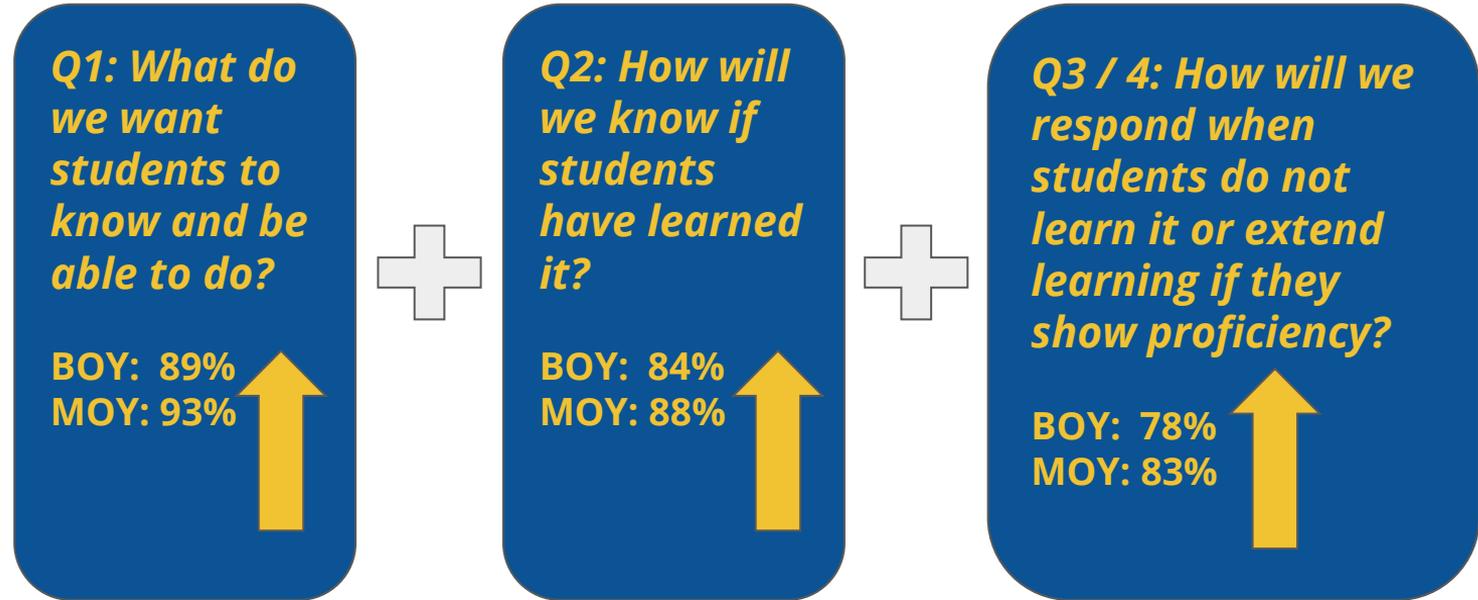
*Key Activity:*

*Implement processes for student ownership*

*Analyze student work and data*

*Monitor, adjust and assess learning*

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# Professional Learning Community (PLC) in LISD

**Summary of Next Steps:**

- Continue and strengthen the work within PLC collaborative teams through data discussions, identifying student strengths and challenges within content standards, and analyzing the impact of instructional strategies.

- Capturing and sharing the work of the PLC collaborative teams to utilize for professional learning.

- Revisit and finalize the Board of Trustees PLC Implementation Guide.

- Create an action plan to align all levels of the organization districtwide as a PLC.

- *Leading PLCs at Work Districtwide* professional learning in March for LISD leaders and Trustees.

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# DISCUSSION

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# Leander ISD Board Meeting Agenda Item Information
## Meeting Date: February 5, 2026

| | |
|---|---|
| **Agenda Item:** | Discussion of Board Priorities |
| **Purpose:** | ☒ Discussion Item/Report Only    ☐ Action Requested |
| **Administrator Responsible:** | Chris Clark, Ed.D., Acting Superintendent; Sarah Grissom, Ed.D., Deputy Superintendent of Administrative Services & Strategic Planning; Orin Moore, TASB Senior Board Development Consultant |
| **Attachments:** | Discussion of Board Priorities Presentation (*Uploaded to BoardBook 02-06-26*) |
| | Draft of Board Priorities (*Uploaded to BoardBook 02-06-26*) |

**Background Information:**

During the December 12 and 13, 2025 Board Retreat, board members engaged in Team of 8 training and began conversations around identifying board priorities moving forward. Tonight's discussion will continue this work, grounded in board policy and statute.

**Administrative Recommendation:**

N/A

**Sample Motion:**

N/A

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February 5, 2026

# Discussion of Board Priorities

# PURPOSE

To continue discussion from December 2025 Team of 8 training, focused on the role of Board of Trustees and establishing Board Priorities.

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# Governance

Leander ISD is governed by a board of trustees who, as a body corporate, shall oversee the management of the district and ensure that the superintendent implements and monitors plans, procedures, programs, and systems to achieve appropriate, clearly defined, and desired results in the major areas of district operations. BAA (Legal), TEC 11.051(a)

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# Qualitative Feedback

- Board Retreat Discussions (December 2025)
- Board and individual board member feedback
- *Leading PLCs DistrictWide Professional* Learning
- Gibson Academic Programs Management Audit
- [September 18, 2025 Board Resolution & December 17, 2025 Motion/Directives](#)
- BAA (Legal) & BJA (Legal)

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# How Do Priorities Impact the Work of the District?

| Board Priorities | Outcomes | Administrative Actions |
|---|---|---|
| What does the Board see as the most important work to be done in the district? | What results does the Board expect for each priority? | What actions will be taken by administration to support progress on outcomes and priorities? |

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# Draft Board Priorities

| | |
|---|---|
| **Priority 1** | High-functioning collaborative teams at all levels of the Leander ISD Professional Learning Community.<br><br>**Strategic Plan Alignment**<br>Empowered Student Learning<br>Empowered Staff<br>Equitable Access       150 |
| **Priority 2** | Impactful family engagement.<br><br>**Strategic Plan Alignment**<br>Impactful Family Engagement |
| **Priority 3** | Effective and efficient operational procedures and practices.<br><br>**Strategic Plan Alignment**<br>Safe and Innovative Learning Environments |

# Next Steps

| February 6 | February 19 | March 12 |
|---|---|---|

Feedback form sent to Board of Trustees for suggestions on the Board Priorities

Board discussion on Priorities, possible adoption

Board discussion identifying measures of Board Priorities

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# DISCUSSION

| Priority 1: High-functioning collaborative teams at all levels of the Leander ISD Professional Learning Community. | |
|---|---|
| **Strategic Plan Alignment** <br> Empowered Student Learning <br> Empowered Staff <br> Equitable Access | |
| Desired Outcomes | Measurement |
| The Team of 8 and administration will function as the lead collaborative team in the Leander ISD Professional Learning Community. | Board/Team of 8 PLC Implementation Guide |
| Effective board/administration relationship and communication | Board/Team of 8 PLC Implementation Guide |
| Monitoring and supporting the identification and implementation of necessary PLC guidelines. | |
| Monitor Improvement on Student Academic Measurements: <br> ● 5-year goals and actual scores will show an overall increase in the %age of students achieving "Meets Expectations" on STAAR. <br> ● 5-year goals and actual scores will show an increase in students achieving "Meets Expectations" at a rate that will lead to closure of the existing achievement gap for the following student groups: <br> ○ African American <br> ○ Hispanic <br> ○ Emergent Bilingual <br> ○ Special Education <br> ○ Economically Disadvantaged <br> ● 5-year goals and actual achievement will show an overall increase in the %age of students meeting CCMR criteria. <br> ● 5-year goals and actual achievement will show an increase in students meeting CCMR criteria at a rate that will lead to closure of the existing achievement gap for the following student groups: <br> ○ African American <br> ○ Hispanic <br> ○ Emergent Bilingual <br> ○ Special Education <br> ○ Economically Disadvantaged | Leading Measures Data <br> STAAR Data <br><br> *Beginning Fall 2027: STAAR for grades 3-8 will be administered BOY, MOY, EOY and Dist Assessments may not be mandatory per state mandate. Unsure if Universal Screeners may be administered.* |
| Monitoring and support of appropriate implementation of the Gibson Academic Program Management Audit recommendations | |

| Priority 2: Impactful family engagement | |
| --- | --- |
| **Strategic Plan Alignment**<br>Impactful Family Engagement | |
| Desired Outcomes | Measurement |
| Monitoring and supporting the identification and implementation of districtwide guidelines and expectations for impactful family engagement. | |

| Priority 3: Effective and efficient operational procedures and practices. | |
| --- | --- |
| **Strategic Plan Alignment**<br>Safe and Innovative Learning Environments | |
| Desired Outcomes | Measurement |
| Monitor and support the development of a Comprehensive Long-Range Plan and Timeline. | |
| Adopt a budget that supports improvement and attention to the board priorities that was developed using the guidelines outlined in the board resolution. | |

**Administrative Actions to Support Progress on Board Priorities**

**Priority 1: High-functioning collaborative teams at all levels of the Leander ISD Professional Learning Community.**

Establish district-wide expectations and support for key aspects of PLCs are implemented with fidelity:
- Essential TEKS for mastery are identified and included in the curriculum documents.
- Action-oriented assessment and data analysis practices that lead to improved student performance (focus on lowest performing essential TEKS and performance gaps).
- Teams work toward specific goals related to their role, analyze data to inform their progress, and work collaboratively within their team and with other teams in other departments.
- Selection of instructional materials, strategies that support development of graduate profile, technology use
- Instructional Leadership necessary for high functioning PLCs

Progress on the recommendations in the Gibson Academic Program Audit:
- Integrate change management practices for all major district initiatives.
  - Create and implement a decision-making framework.
- Conduct a job analysis for the Office of Learning and Innovation.
- Promote data ownership across the district.
- Redesign the LISD curriculum system.
- Revise the curriculum documents to address the diverse needs of all LISD learners.
- Modify the teacher feedback approach to improve the breadth and usefulness of the input.
- Redesign the current teacher induction program to enhance its focus on effective use of the district's curriculum system.
- Upgrade Measures of Academic Progress (MAP) training for principals.
- Centralize PL planning and strategy in LISD's Professional Learning Department.
- Use data to inform professional learning.
- Adopt a district-wide protocol for informal classroom observations.
- Monitor and evaluate the effectiveness of the district's mentoring programs.

**Priority 2: Impactful family engagement**

- Facilitate family workshops on Individualized Education Plans (IEPs) , SPIN, and the impact of student involvement in Admission, Review and Dismissal (ARD), 504 and Response to Intervention (RTI) meetings.
- Establish a Family Learning Support System for student-led conferences, portfolios & demonstrations of learning
- Ensure all campuses use ParentSquare, the district's new communication tool, consistently to provide families with a clear, reliable way to receive information, engage with teachers, and give feedback.

- Support the engagement efforts for the newly established district-wide Safety Campaign.
- Initiate staff listening session aligned with staffing guidelines and budget process to build trust, reduce uncertainty and keep staff informed and engaged during staffing decisions by combining consistent listening opportunities with clear, timely communication about processes, guidelines, and timelines.
- Implement an enrollment marketing campaign, targeting students who live inside Leander ISD but attending other school options, intended to increase in-district transfers
- Strengthen outreach efforts through communication by providing campuses with targeted engagement strategies for historically underrepresented families. (Examples: Backpack Attack, Title 1 Family Engagement.)
- Support district and campus leaders in long-range planning efforts and potential bond approval and expenditures.

**Priority 3: Effective and efficient operational procedures and practices.**
Development of a Comprehensive Long-Range Plan and Timeline that includes:
- Campus Operations and Consolidations
  - Annual enrollment/campus utilization reporting that includes:
    - Mitigation strategies employed and/or planned, including the incorporation of transfer students and PreK students in decision-making, to protect academic quality and the student experience
    - Staffing updates based on established/approved thresholds
    - Recommendations
- Facilities/Asset Management Reporting that include:
  - Consideration of impact of LRP on I&S and M&O funds
  - Evaluation of revenue generation from sales or leasing of real-estate assets
  - Analysis of voter approved bonds to inform future financial planning and resource allocation
  - Consideration of meeting district facility needs using existing facilities and resources through co-location and/or repurposing of facilities
  - A comprehensive district-wide secondary alignment plan that includes consideration of expanded grade span models that integrate elementary and middle grades (ex. K-8 schools)
  - Consolidation scenarios, if appropriate, as determined by enrollment thresholds, for the 2027-28 school year in the Vandegrift High School feeder pattern that include clear plans for facility use.
Budget Development Process that includes:
- Consideration of student, staff, and community impact on budgetary decisions to minimize negative impact
- Multiple board workshops to allow in-depth review and discussion of the budget and long-range planning
- Revenue Generation Strategies Reporting that:
  - Provides a detailed analysis of of copper penny tax options that includes potential revenue, community impact, and timeline
  - Provides an update on the impact of the open-enrollment policy and changes to

the intra-district transfer process.
- ○ Marketing plans/strategies to increase transfers into the district and enrollment of LISD-zoned students who do not attend LISD schools.
- ○ Includes an update on attendance improvement strategies
- ○ Includes an update on methods to increase WADA and expansion of CTE programs/participation
- Expenditure Reduction Strategies Reporting that:
  - ○ Includes data from a comprehensive staffing analysis that examines growth in personnel costs
  - ○ Includes district-wide staffing guidelines for low and high-enrollment campus efficiency standards
  - ○ Includes consideration of prior reductions of a campus, school level, campus, department when staffing recommendations are made
  - ○ Includes and utilizes the TASB Central Office staffing study to identify opportunities for process redesign, shared-service alignment, and technological efficiencies for Central Office staffing adjustments
  - ○ Includes the impact of inter & intra district transfers on staffing decisions
  - ○ Includes considerations of district data and impact decisions have on staff, students, and systems
- Program Analysis & Modifications report that:
  - ○ Identifies efficiencies for improved access and enrollment
  - ○ Includes relevant course selection data for grades 6-12.
- Community and Staff Engagement processes that:
  - ○ Engages campus leaders, staff, families, and the community on identifying and recommending solutions/changes to support efficiency in all programs
  - ○ Are transparent, phased, and distinguish between exploration and recommendations

# Title Funds Audit
# Final Report

Prepared for:
Leander Independent
School District

November 2025

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# Chapter 1: Introduction

This report presents the results of the Title Fund Audit, as part of the internal audit program for the Leander Independent School District (Leander ISD, LISD, the district) to support continuous improvement. This introductory Chapter provides an executive summary of audit findings and recommendations, describes the audit objectives and scope, and presents an overview of Gibson Consulting Group's (Gibson's) approach and methodology.

The audit team wishes to thank the LISD leadership and staff for their assistance in conducting this audit, the Board Audit Committee (BAC) for overseeing this important work, and Paige Collier and Shannon Jacque for serving as project liaisons.

## Executive Summary

The district has experienced changes in leadership over Title fund compliance over the past three years. The current leadership and personnel in the State and Federal Programs (SAFP) Department have made great strides in instituting tighter controls over Title fund expenditures, particularly in relation to the alignment of purchases with goals and objectives. Additionally, throughout interviews with campus and departmental staff, it was evident to the audit team that the individuals within the SAFP Department and Global Languages and Cultures (GLC) Department provide a high level of customer service. Their responsiveness and willingness to assist was highlighted regularly and is certainly noteworthy.

The major themes of this audit are the following:

- The organizational structure and overall approach to managing Title funds is limiting effective oversight, resulting in inconsistent processes and compliance risks;

- Procedural documentation is missing in key areas of Title fund compliance. This has led to a reliance on individual knowledge, as opposed to a repeatable, consistent process; and

- Many processes are not maximizing the ability of existing information systems. This has led to manual processes, which are slow and prone to error. This was proven out in test results and through process analysis.

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

**Table 1. Summary of Audit Recommendations**

| No. | Priority | Recommendation | Page |
|-----|----------|----------------|------|
| 1 | High | Reorganize the Title fund compliance functions. | 19 |
| 2 | Medium | Create procedural documentation for comprehensive needs assessment (CNA), budgeting, and Title III expenditure request processes. | 21 |

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| No. | Priority | Recommendation | Page |
|-----|----------|----------------|------|
| 3 | High | Re-engineer the Title fund expenditure requisition-to-approval processes. | 46 |
| 4 | High | Document parent, family, and community engagement efforts to align with Title III Part A English language acquisition (ELA) requirements. | 49 |
| 5 | Low | Require documentation templates for key compliance domains. | 52 |

Source. Gibson Consulting Group

## Objectives and Scope

The objective of this audit was to evaluate the compliance, efficiency, and effectiveness of the LISD SAFP Department (the department) with respect to the use of Title I through Title IV funds, and to identify opportunities for improvement. Key questions that define the scope of this audit are listed below.

### Organization and Management

- Is the Leander ISD SAFP Department organized to support accountability for key functions?
- Are Title fund stakeholders (academic administration, campus administration) satisfied with the quality and responsiveness of department services?
- How is the district using key performance indicators (KPIs) to ensure success of the SAFP Department and its strategic objectives?

### Compliance With Laws and Regulations

- How does Leander ISD monitor its own compliance with Title laws, policies, and regulations?
- Are staff adequately trained on current Title program policies and regulations?
- What controls are in place surrounding campus compliance requirements for Title fund use?

### Information Technology

- Do automated processes exist for monitoring compliance?
- Do systems' reporting capabilities meet the needs of management and district leadership?

## Approach and Methodology

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

## Extant Data Analysis

Gibson collected and analyzed current year and historical data provided by LISD, which included Title applications, budgeting and allocation information, records of Title fund expenditures, and other program-specific information.

## Audit Testing

Gibson performed extensive audit testing on Title fund expenditures to determine if they complied with federal guidelines and district procedures. Additional testing was performed on documentation to determine if campuses and the district complied with Title I and Title III requirements.

## Process Analysis

Gibson analyzed existing processes within Title fund planning and monitoring. Process maps were created through interviews with the administration and were subsequently verified by the administration. Processes where inefficiencies or compliance risks were noted are included in this report.

## Interviews and Focus Groups

In January 2025, the audit team conducted 12 interviews with the Superintendent and district leaders, including central office administrators and department staff. Additionally, the audit team conducted group interview sessions with Principals, Administrative Assistants, Dual Language Instructional Coaches, and Title I Interventionists. The objective of the interviews was to gather information about LISD's Title fund oversight and to assess stakeholder perceptions regarding areas of strength and opportunities for improvement.

A complete list of interviewees and group interviews can be found in *Appendix A: Interview and Focus Group Lists.*

<div align="center">*****</div>

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

- Chapter 2: Overview of Title Fund Uses

- Chapter 3: Organization and Management

- Chapter 4: Internal Controls and Compliance

- Appendix A: Interview and Focus Group Lists

- Appendix B: Training

- Appendix C: TEA Title III Planning Process

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# Chapter 2: Overview of Title Fund Uses

In this Chapter, the audit team summarizes the district's uses of each major Title fund and how the district facilitates the use of the funds. The information included in this Chapter is intended to orient the reader around major district systems, processes, and forms before providing detailed discussions, audit testing results, and findings and recommendations.

## Every Student Succeeds Act

The Every Student Succeeds Act (ESSA) is a federal law that governs K-12 education in the United States. It reauthorized the Elementary and Secondary Education Act (ESEA) of 1965 and replaced the No Child Left Behind Act (NCLB) of 2002. ESSA was signed into law on December 10, 2015 by President Barack Obama.

ESSA establishes a framework for accountability, assessment, and funding in public education while granting states greater authority in designing their education systems. The law requires states to develop accountability systems that include multiple measures of school performance. These systems must incorporate academic achievement, graduation rates, and at least one additional indicator of school quality or student success, such as student engagement or access to advanced coursework.

The law includes provisions for supporting educators through professional development and recruitment initiatives. It also emphasizes the importance of providing students with a well-rounded education, which includes access to subjects such as the arts, music, and Science, Technology, Engineering, and Mathematics (STEM), as well as programs that promote safe and healthy learning environments.

ESSA organizes federal education funding into several Titles, each addressing specific priorities. Title I provides financial assistance to local educational agencies (LEAs) serving high numbers or percentages of children from low-income families. Title II focuses on improving teacher and school leader effectiveness through professional development and training. Title III supports language instruction for English learners. Title IV provides grants for student support and academic enrichment, including programs that enhance school safety, technology integration, and access to a broad curriculum. Additional Titles address rural education, Native American and Alaska Native education, and services for homeless children and youth. Competitive grant programs under ESSA include initiatives for educational innovation, literacy development, and after-school learning opportunities.

## Title I, Part A

Title I is a federal initiative providing supplemental funding to Texas schools with high concentrations of low-income students. Its primary purpose is to enhance educational quality and ensure students meet state academic standards. Funding is administered by the Texas Education Agency (TEA). Schools may adopt either a schoolwide or targeted assistance program, with eligibility requiring at least 40% of students from low-income families. Both program types employ evidence-based instructional strategies to support student achievement.

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Table 2 presents the campuses served under Title I, Part A in LISD since 2021-22. Each campus' low-income percentage is included in the table. If a campus did not meet the 40% threshold but was still served, the qualification criterion was included in parentheses next to that income percentage.[1] Shaded boxes indicate that the campus was served by Title I, Part A in that school year. Nine campuses were served in 2021-22. This was the last year secondary campuses were eligible, and the campuses served for the remainder of the period were consistent, excluding Faubion Elementary School (ES), which dropped out in 2024-25.

**Table 2. Title I, Part A Campuses, Leander ISD, 2021-22 to 2024-25**

| Campus | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|
| Bagdad ES | 66.82% | 47.60% | 48.84% | 50.80% |
| Knowles ES | 58.01% | 52.13% | 53.37% | 57.50% |
| Giddens ES | 53.92% | 44.63% | 57.47% | 52.70% |
| Reed ES | 47.74% | 46.70% | 50.74% | 51.80% |
| Faubion ES | 43.08% | 34.77% (PY) | 40.62% | 39.60% |
| Camacho ES | 38.61% (PY) | 38.12 (PY) | 42.98% | 44.90% |
| Leander MS | 34.84% (PY) | 28.40% | 34.41% | 35.95% |
| Running Brushy MS | 34.35% (Ed-Flex) | 28.22% | 29.31% | 30.00% |
| Grandview Hills ES | 32.25% (Ed-Flex) | 39.22% (Ed-Flex) | 44.52% | 43.70% |

Note. MS is middle school.

Source. ESSA consolidated grant applications, Leander ISD, 2021-22 to 2024-25

Title I, Part A funding includes the following factors:

- Entitlements – These are based on district demographic data provided through census updates. This is calculated by TEA, and districts cannot influence this amount;

- Transfers from Title II, Part A and Title IV, Part A – Districts can elect to transfer a portion or all of the funds they receive under these two sources to Title I, Part A;

- Carryover from Prior Year – Districts can carry over no more than 15% of received funds (entitlement and transfers) into the next grant year; and

- Reallocations – TEA must make excess funds (a district's unspent funds) available to other Texas districts.

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[1] PY indicates that an ineligible Title I, Part A campus that was eligible and served in the previous year (Schoolwide or Targeted Assistance) may be elected to continue serving this campus for one additional year. Ed-Flex indicates that a waiver was obtained. TEA may only consider an LEA's request to waive the Title I, Part A campus eligibility requirements if the low-income percentage for the campus in question is within 10 percentage points of the lowest served campus that does meet the statutory eligibility requirements.

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The district's Title I, Part A funding has varied annually during the previous four years, as seen in Figure 1 below. In 2023-24, LISD had $3.1 million of Title I, Part A funds, with $2.9 million being entitled to LISD due to district demographics. Entitlements in other years were substantially lower, ranging between $1 million and $1.2 million. The change in entitlement is partially illustrated in Table 2 above, which showed that the percentage of low-income students at each Title campus increased. It is important to reiterate that entitlements for Title I, Part A are driven by census data updates. TEA receives funding from the United States Department of Education, then allocates the funds to school districts. Demographic changes in other districts will impact the amount of funding received by LISD.

Also notable is the change in carryover of Title I, Part A funds. The district was able to use nearly all of the funds from 2021-22 to 2023-24, which is a positive indication of good planning practices.

**Figure 1. Title I, Part A Funding, Leander ISD, 2021-22 to 2024-25**
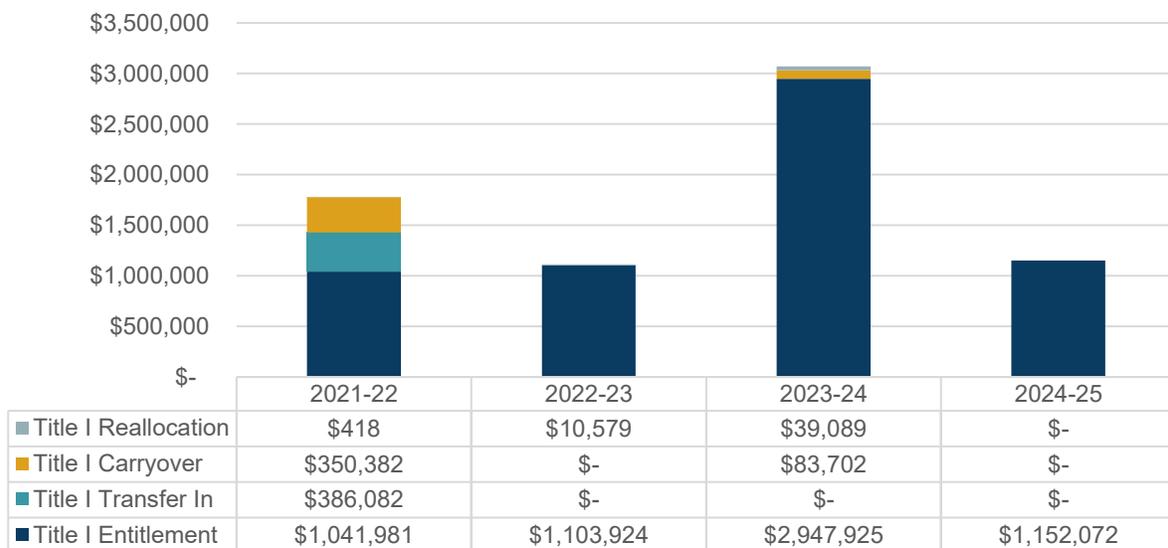


| | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|
| Title I Reallocation | $418 | $10,579 | $39,089 | $- |
| Title I Carryover | $350,382 | $- | $83,702 | $- |
| Title I Transfer In | $386,082 | $- | $- | $- |
| Title I Entitlement | $1,041,981 | $1,103,924 | $2,947,925 | $1,152,072 |

Source. ESSA consolidated grant applications, Leander ISD, 2021-22 to 2024-25

LISD primarily uses Title I, Part A funds for Interventionists, who are professional staff providing additional instructional support, supplemental tutoring, student experiences or field trips, supplemental instructional materials, family engagement, and summer school activities. The largest expenditures are related to Interventionist payroll and Parents as Teachers (PAT) payroll. PAT is LISD's parent and family engagement program, which is a free early education program provided for families with children ages birth to 5 who are interested in learning the best ways to ready their child for school success. In 2024-25, Interventionist payroll ($724,000) and PAT payroll ($312,000) accounted for 89% of the $1.2 million of budgeted Title I, Part A funds.

The majority of Title I expenditures are controlled centrally, and all expenditures are separately tracked in MUNIS, the district's enterprise resource planning (ERP) system. The Title I, Part A funds that can be expended by campuses must be requested through a Google Form (Title I Request Form) and input into MUNIS. The Title I Request Form, along with supporting documentation, is reviewed by the district's SAFP Department for allowability, reasonableness, and alignment with Campus Improvement Plan (CIP) strategies.

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## Title II, Part A

Title II, Part A in Texas aims to enhance teaching quality and student learning, with primary goals of increasing student achievement and promoting educational equity. LEAs receive subgrants to support activities such as:

- Increasing student achievement consistent with the challenging state academic standards;

- Improving educator quality and effectiveness of teachers, Principals, and other school leaders;

- Increasing the number of effective teachers, Principals, and other school leaders who are effective in improving student academic achievement in schools; and

- Providing low-income and minority students greater access to effective teachers, Principals, and other school leaders.

Districts must prioritize Title I, Part A campuses, and funds must be expended on needs identified in the Campus Needs Assessment and District Improvement Plan (DIP)/CIP.

Title II, Part A funding includes the following factors:

- Entitlements – These are based on demographic data provided through census updates. This is calculated by TEA, and districts must participate in Title I, Part A to receive Title II, Part A funding;

- Transfers from Title IV, Part A – Districts can elect to transfer a portion or all of the funds they receive under this source to Title II, Part A;

- Carryover from Prior Year – Districts can carry over any amount of unspent funds into the next grant year. Funds must be expended within 27 months; and

- Reallocations – TEA must make excess funds (a district's unspent funds) available to other Texas districts.

Figure 2 presents a four-year history of LISD's Title II, Part A funding. Title II, Part A entitlements are also based on census data updates. Between 2021-22 and 2023-24, Title II funding increased by $213,008 (38%), before reducing $104,001 (13.5%). Similar to Title I, Part A, this funding source has experienced volatility due to changes in congressional appropriations to Texas and census data updates in LISD and all other Texas school districts.

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**Figure 2. Title II, Part A Funding, Leander ISD, 2021-22 to 2024-25**
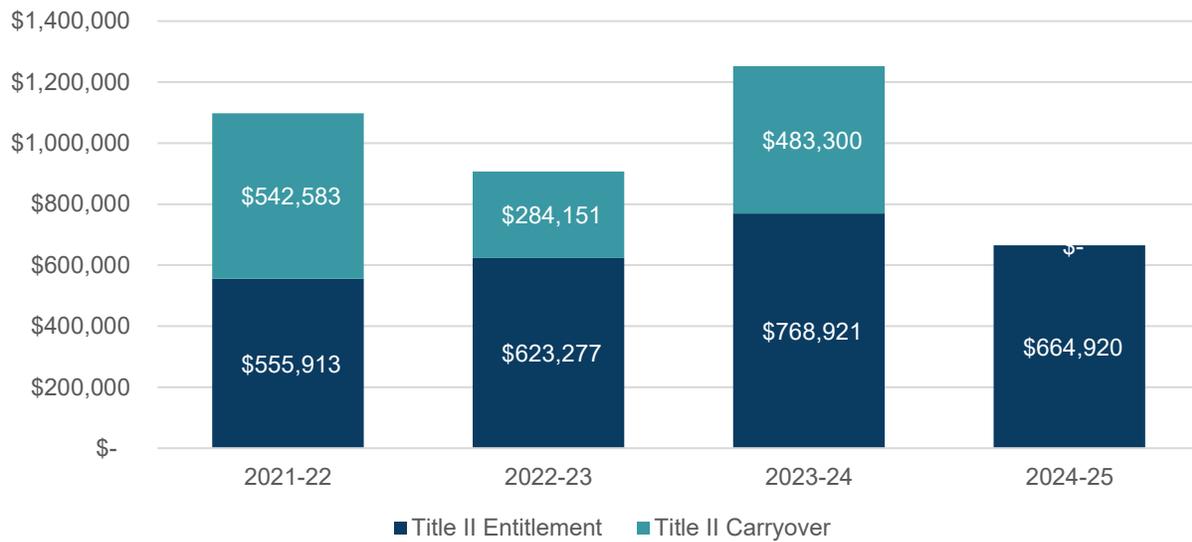


Source. ESSA consolidated grant applications, Leander ISD, 2021-22 to 2024-25

LISD primarily uses Title II, Part A funds for additional staff to support coaching (Math Curriculum Specialists, New Teacher Mentors) and district-level professional development. Similar to Title I, Part A, positions that are funded by Title II, Part A are separately tracked in MUNIS. Supporting documentation for items such as extra-duty pay for professional development are captured through the use of Project Agreements (PAs) and employee timesheets. PAs are created before every professional development session funded by Title II, Part A and signed by the employee, their supervisor, and the budget owner for the additional pay. Timesheets are completed by the employee after attending the session and must be signed by their supervisor. These documents are reviewed by the district's SAFP Department and provided to Payroll for processing.

Non-payroll expenditures are requested in a similar manner to Title I, Part A. Departments request funds through use of a Google Form (Title II Request Form) and input into MUNIS. The Title II Request Form, along with supporting documentation, is reviewed by the SAFP Department for allowability, reasonableness, and alignment with CIP strategies.

## Title III, Part A

Title III, Part A aims to ensure that emergent bilingual (EB) and immigrant students attain English proficiency and develop high levels of academic achievement in English. LEAs receive subgrants to:

- Assist EB students to meet state academic standards;

- Establish and sustain effective language programs;

- Develop and enhance capacity to provide effective instructional programs; and

- Promote parental, family, and community participation in language educational programs.

Title III, Part A funding is driven by the following factors:

- Entitlements – These are based on the number of EB and immigrant students identified in the district, as reported through the Public Education Information Management System (PEIMS);

- Carryover from Prior Year – Districts can carry over any amount of unspent funds into the next grant year. Funds must be expended within 27 months; and

- Reallocations – TEA must make excess funds (a district's unspent funds) available to other Texas districts.

Figure 3 provides Title III, Part A funding for LISD. The entitlement has increased annually, though the total amount of available funds has fluctuated due to the amount of carryover.

**Figure 3. Title III, Part A Funding, Leander ISD, 2021-22 to 2024-25**
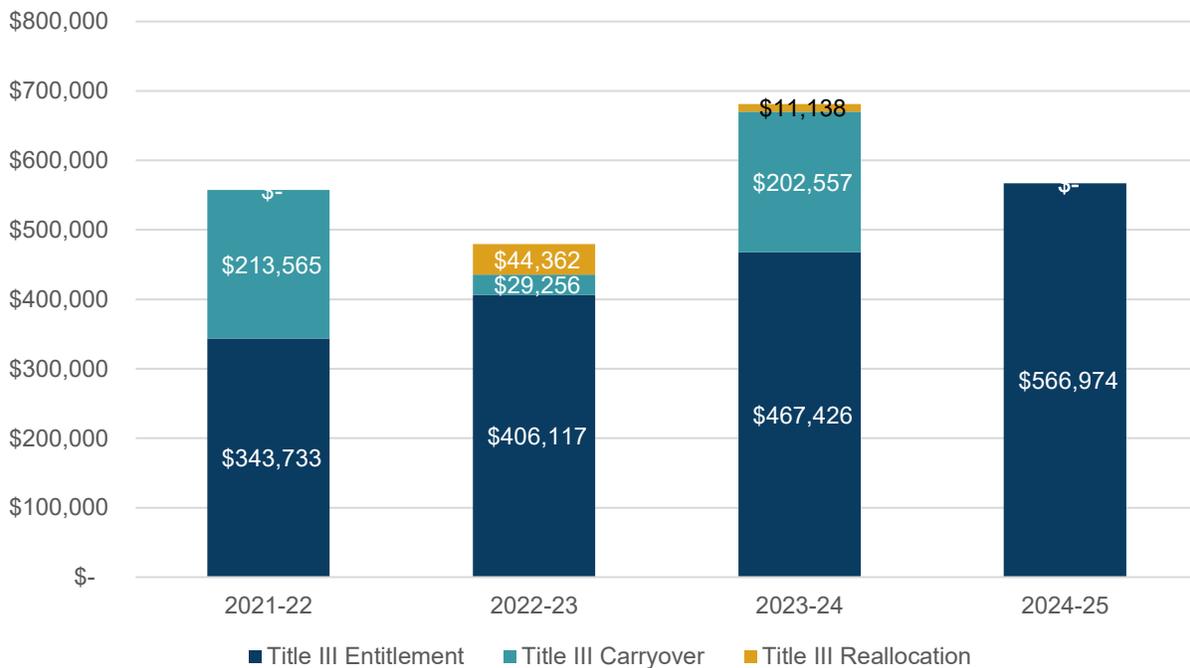


Source. ESSA consolidated grant applications, Leander ISD, 2021-22 to 2024-25

This growth is due primarily to an increase in the number of EB students at LISD. Over the past four years, the number of EB students increased 50.3%, from 4,005 to 6,020 EB students, as depicted in Figure 4.

**Figure 4. LISD Count of EB Students, 2021-22 to 2024-25**
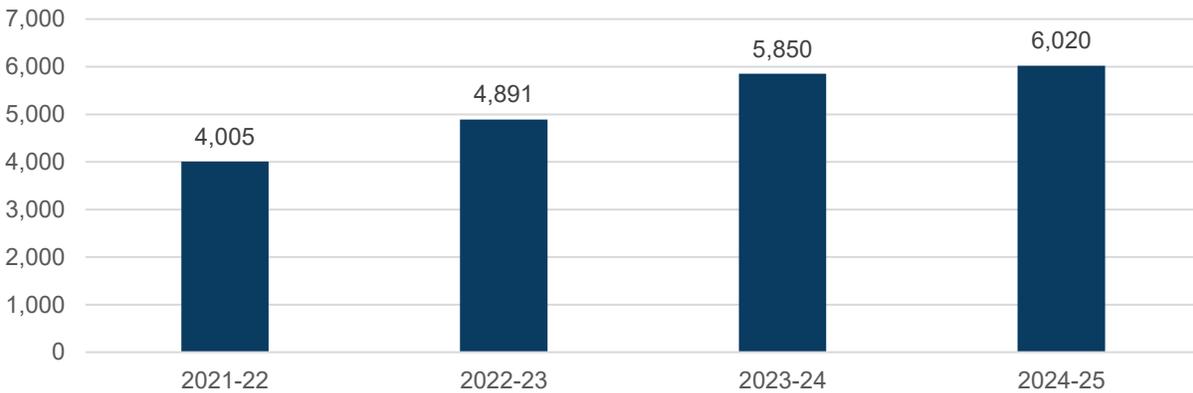


Source. TEA membership

LISD uses Title III funds for supplemental instructional materials and technology for the Bilingual/English as a Second Language (ESL) program, staff development in the area of English language learners, activities for students, parental engagement activities, and summer school activities. The major payroll expenditures funded by Title III, Part A are stipends for Bilingual and ESL Teacher Team Leads, extra-duty pay for professional development, supplemental pay for summer school and Pre-K registration, and substitute employees to cover classes for Bilingual or ESL Teachers attending professional development. The stipends paid through Title III, Part A are based on the board-approved compensation plan. Extra-duty and supplemental pay are facilitated in a similar manner to Title I and Title II funds. PAs are created before every extra assignment funded by Title II, Part A and signed by the employee, their supervisor, and the budget owner for the additional pay. Timesheets are completed by the employee after attending the session or performing the duties and must be signed by their supervisor. These documents are reviewed by GLC and provided to Payroll for processing.

Non-payroll expenditures, such as professional development fees for third parties, bilingual/ESL software licensing, or staff travel for professional development, are facilitated through e-mails and MUNIS. Requestors e-mail GLC for approval of Title III, Part A funds. GLC reviews the request for allowability and alignment with identified needs and ensures that quotes and supporting documents are provided. SAFP provides a budget code, and the requestor inputs the requisition into MUNIS.

## Title IV, Part A

Title IV aims at enhancing student support and academic enrichment. LEAs must ensure that programs funded under Title IV, Part A prioritize safety, mental health, and a well-rounded education. Program compliance includes regular monitoring, self-checks, and technical assistance from Region 13 Educational Service Center. Schools must document their efforts to meet these requirements, ensuring that all activities align with the overarching goals of increasing educational capacity and improving student outcomes.

Title IV, Part A funding includes the following factors:

- Entitlements – This is based on the district's relative share of all Title I, Part A funds distributed in the state. Districts must participate in Title I, Part A to receive Title IV, Part A funding;

- Transfers from Title II, Part A – Districts can elect to transfer a portion or all of the funds they receive under this source to Title IV, Part A;

- Carryover from Prior Year – Districts can carry over any amount of unspent funds into the next grant year. Funds must be expended within 27 months; and

- Reallocations – TEA must make excess funds (a district's unspent funds) available to other Texas districts.

Figure 5 presents LISD's Title IV, Part A funding over the past four years. As Title IV, Part A entitlements are based on the prior year Title I, Part A entitlement (relative to all other LEA entitlements), the entitlement growth is one year later than the Title I, Part A entitlement changes discussed earlier. Increasingly, funds were transferred in from Title II, Part A. Carryover funds decreased to zero after 2023-24.

**Figure 5. Title IV, Part A Funding, Leander ISD, 2021-22 to 2024-25**
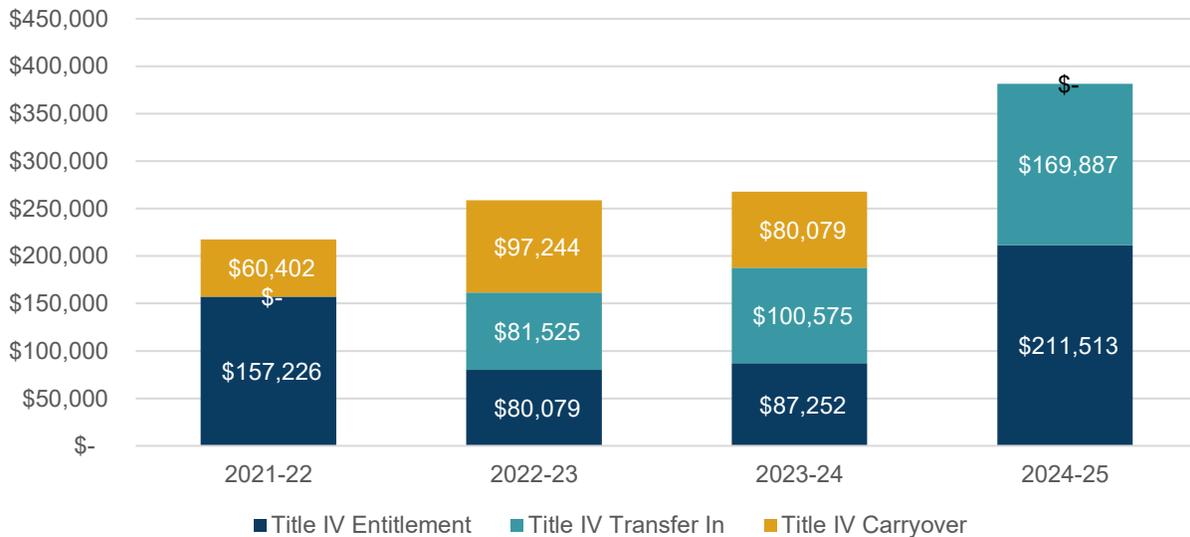


Source. ESSA consolidated grant applications, Leander ISD, 2021-22 to 2024-25

LISD uses Title IV funds to develop and support innovative programs in STEM and College, Career, and Military Readiness (CCMR). Title IV provides professional development and coaching in the effective uses of technology. In addition, Title IV supports school safety programs. The majority of the available funds support payroll expenditures for the Online Learning Specialist and Behavior Specialist positions. Other major purchases for Title IV funds include software for summer school and safety equipment for secondary campuses. These purchases follow a similar request and approval process outlined earlier in this section.

# Chapter 3: Organization and Management

The SAFP Department and GLC Department are the groups primarily responsible for overseeing the Title fund programs in LISD. SAFP is responsible for Title I, Title II, and Title IV, while GLC oversees Title III. The district also uses multiple committees to drive the development of the DIP and CIP, which are integral to Title funding.

- DIP Executive Team – Led by the Deputy Superintendent of Administrative Services & Strategic Planning and includes leaders from Learning and Innovation and SAFP. This team is ultimately responsible for ensuring that the DIP completely and accurately reflects needs in LISD and that goals, objectives, and strategies to address those needs are well defined and align with LISD strategic goals.

- District-Wide Educational Improvement Council (DWEIC) – A legally mandated committee comprised of parents, business and community members, teachers, Principals, and other district staff who advise the board in establishing and reviewing the district's educational goals and objectives. This committee reviews the goals, key questions, system responses, and strategies included in the DIP and provides suggestions or feedback.

- Campus Site-Based Planning Committee – A legally mandated committee comprised of parents, business and community members, and teachers. This committee is responsible for assisting the campus Principal with the development, review, and revision of the CIP for the purpose of improving student performance for all student populations.

## Organizational Structure – SAFP

SAFP is led by the Director of State and Federal Programs, who is supported by a Coordinator, Administrative Assistant, and Clerk. A Budget Specialist is shared between SAFP and Special Education. The Director of SAFP reports to the Assistant Superintendent of Special Programs and Services, who reports to the Deputy Superintendent of Learning and Innovation. Figure 6 presents the SAFP organizational chart. The shaded boxes indicate the positions that are included in the scope of this audit. The number next to the title indicates the count of positions included in the department.

**Figure 6. Special Programs and Services Organizational Chart**
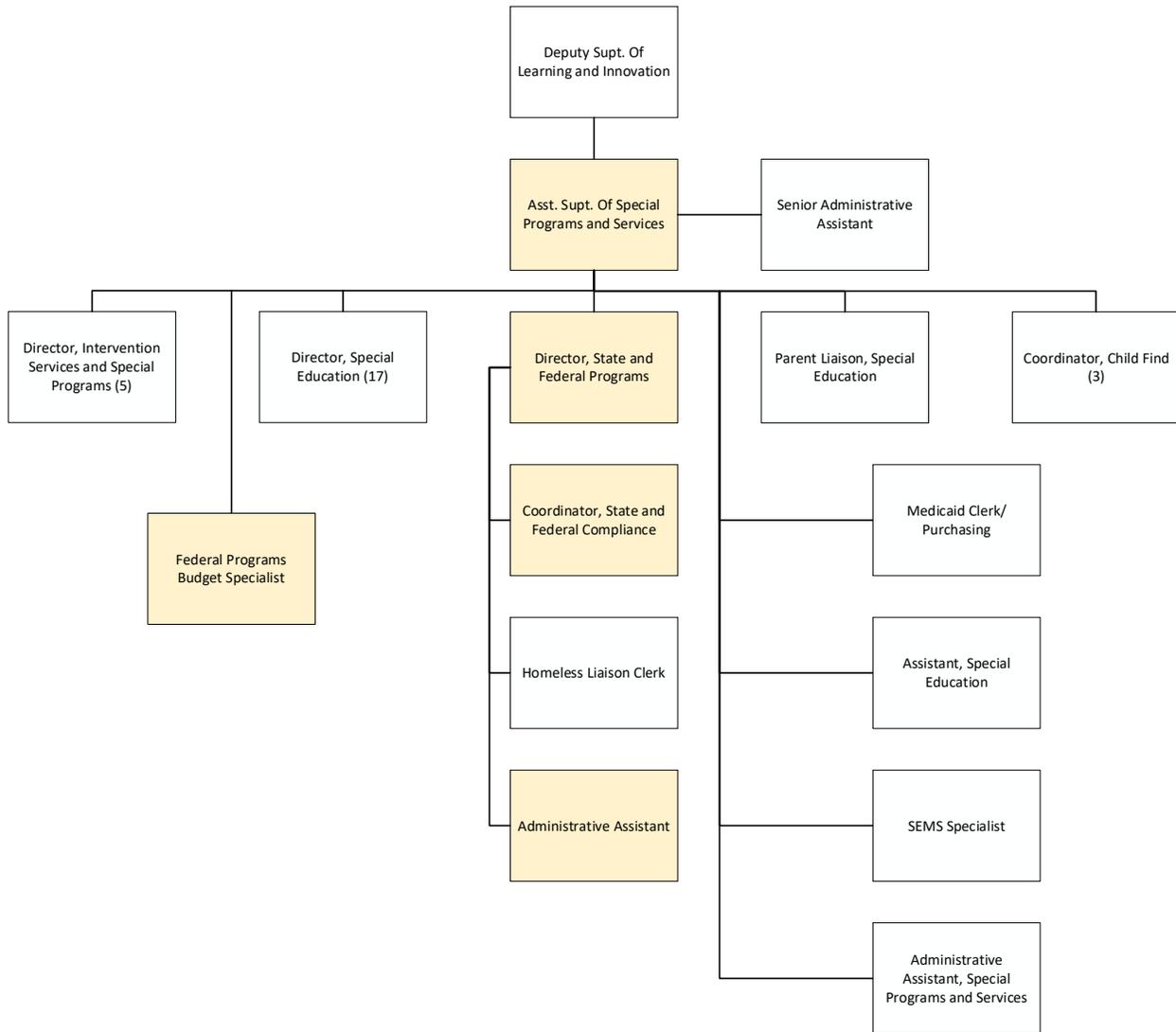


Source. Leander ISD, 2025

Below is an overview of the responsibilities of the highlighted positions above:

- **Assistant Superintendent of Special Programs and Services** – Provides leadership and oversight for Special Education, 504, Dyslexia, and Federal/State programs. Ensures compliance with all regulatory requirements, promotes inclusive practices, builds community partnerships, and leads staff development to support student success. Oversees program evaluation, budget management, staff supervision, and collaboration with district leaders.

- **Director of State/Federal Programs** – Manages federal grants, including all Titles under ESSA, and ensures compliance with state and federal program requirements. Oversees various state and federal education programs such as Compensatory Education, Homeless services, and At-Risk student programs. Supervises program staff and supports data analysis and goal setting for DIPs.

- **Coordinator of State/Federal Compliance** – Coordinates state and federal program expenditures to align with instructional goals and ensure compliance. Oversees Title I and Homeless services, supports grant development, and collaborates with district leaders to allocate staffing and resources for at-risk students. Provides training and guidance to campuses, manages compliance documentation, and serves as a liaison among the district, families, and external agencies.

- **Administrative Assistant** – Provides administrative support to the Senior Executive Director of SAFP, including calendar management, meeting coordination, and communication with staff, external agencies, and the public. Reconciles Kronos and Aesop systems and manages travel requests and reimbursements. Oversees department procurement card checkout for federal programs and tracks federal funds for private non-profit schools. Processes PAs, submits payroll stipends, and assists with temporary employee hiring.

- **Federal Program Budget Specialist** – Supports the development, coordination, and compliance of federally funded programs. Manages grant proposals, budgets, and reporting. Serves as a liaison with external agencies, monitors program expenditures, and ensures alignment with federal, state, and local regulations. Assists with grant negotiations, proposal drafting, and funding requests to support effective and compliant program implementation.

The audit team analyzed the job descriptions for the positions outlined above and noted the following:

- All included responsibilities that aligned to information gathered in interviews;

- Formatting was consistent across job descriptions;

- Reporting relationships agreed to interviews and the provided organizational chart; and

- All were updated within the last five years.

Separate from the personnel discussed above, other campus and district positions are integral for Title I, II, and IV oversight.

- **Campus Administrative Assistants** ("Financial Secretaries") – In elementary campuses, financial bookkeeping roles are assigned to one Administrative Assistant, referred to as 'Financial Secretaries' throughout this report. Financial Secretaries are responsible for following established purchasing procedures for Title funds and monitoring available budgets. They initiate purchases in the district's ERP system, assist with reconciling procurement card purchases, and receive goods and services.

- **Campus Principals** – Principals are responsible for developing their CIPs, ensuring that campus staff and students receive the supports acquired using Title funds, and validating that Title fund expenditures align with district policy, federal guidelines, and goals/objectives outlined in their CIP.

- **Campus Title I Interventionists** – Interventionists manage comprehensive compliance requirements through the Title I Crate system (the district's system for tracking required Title I program documentation). They upload required documents including meeting agendas, sign-in sheets, minutes, and presentations for various stakeholder engagement activities. They serve as the primary Title I compliance contact for SAFP.

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## Organizational Structure – GLC

The GLC is led by the Director of Global Languages and Cultures. The Director reports to the Assistant Superintendent of Curriculum and is supported by two Senior Coordinators and three Coordinators. Figure 7 presents the organizational chart for the GLC. The shaded boxes indicate the positions that are included in the scope of this audit.

**Figure 7. Global Languages and Cultures Organizational Chart**
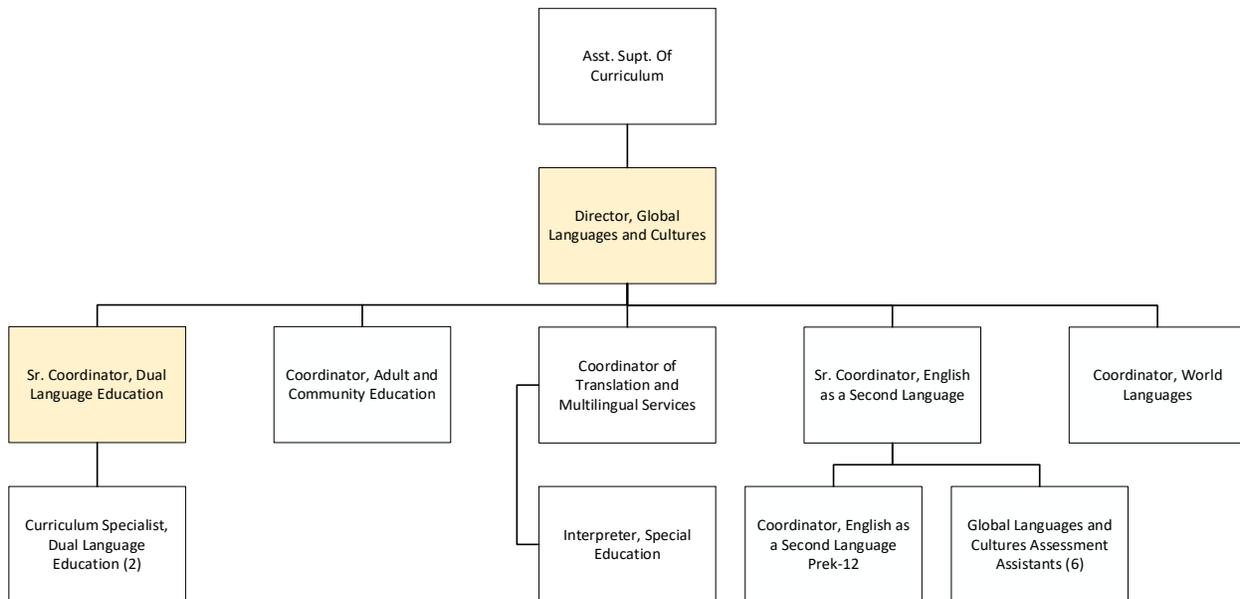


Source. Leander ISD, 2025

An overview of the responsibilities of the highlighted positions is included immediately below.

- **Director of Global Languages and Cultures** – Oversees the implementation and management of ESL/Bilingual programs, ensuring compliance with legal requirements and alignment with best instructional practices. Coordinates with departments, campuses, and parent groups to support program effectiveness, staff supervision, and parent engagement. Manages state and federal funds, monitors program outcomes, and standardizes processes to ensure consistent service delivery across the district.

- **Sr. Coordinator/Dual Language Education** – Provides oversight for dual language instruction by supervising Curriculum Specialists, developing curricula and assessments, and supporting Instructional Coaches. Organizes family engagement events, coordinates professional development opportunities, and ensures high-quality bilingual instruction across campuses.

The audit team analyzed the job descriptions for the GLC and noted the following:

- Both included responsibilities that aligned to information gathered in interviews;

- Formatting was consistent across job descriptions;

- Reporting relationships agreed to interviews and the provided organizational chart; and

- Both were updated within the last two years.

In addition to the personnel discussed above, the Dual Language Instructional Coaches are important for Title III compliance. These individuals serve as the primary campus contacts for GLC, and they provide input into budgeting, facilitate family and community engagement nights, and collect and retain documentation for compliance monitoring.

## Training and Support

Due to the various positions involved and complexities associated with Title fund management, timely and comprehensive training is necessary.

SAFP is responsible for training campus Financial Secretaries, Principals, and other district staff on Title I, II, and IV. The most comprehensive training session occurs at the beginning of the year and is referred to as the 'TRAIN Depot.' This training provides guidelines and information on the differences between local and federal funding for educational programs, including how to request and manage these funds effectively. The following topics are covered in the training:

- Understanding Local and Federal Funds

    – This section explains the differences between local and federal funds, including their governance, flexibility, and documentation requirements. It emphasizes the importance of understanding these distinctions for effective fund management on campus.

- Documentation Requirements for Fund Usage

    – This section outlines the necessary documentation for purchasing, training, travel, and contracts when using federal funds. Proper documentation is crucial for compliance and reimbursement.

- Allowable and Non-Allowable Fund Expenditures

    – This section details what expenditures are permissible under various funding sources, including Title I, Title II, Title III, Title IV, and State Comp Ed funds. Understanding these guidelines helps ensure compliance and effective use of funds.

- High Five! Scenarios for Fund Requests

    – This section presents scenarios to assess the understanding of allowable expenses under different funding sources. It reinforces the importance of knowing what is permissible when requesting funds.

- Contact Information for Fund Requests

    – This section provides contact details for key personnel involved in fund requests, ensuring that staff can seek assistance when needed.

The training is delivered to Financial Secretaries. The same training material was delivered to Principals at a monthly Principal's meeting and to department leaders in the district. Training is also delivered throughout the year before reporting deadlines or as new staff are hired.

Title III training is the responsibility of GLC, primarily the Director of Global Languages and Cultures. The focus of the training offered by GLC differs from the training provided by SAFP. Title III training focuses primarily on the delivery of ESL and Dual Language programs. GLC staff have attended Region 13 Education Service Center Title III training and disseminated this information to Dual Language Instructional Coaches.

Separate from training, SAFP has created 'one-pagers' and checklists to guide campuses through Title I, II, and Title IV requirements. An excerpt of the checklist is included in Appendix B.

There are also spending guidelines for Title II and Title IV programs, addressing what is allowable, what approvals are required, and what supporting documentation must be obtained and submitted.

Both SAFP and GLC provide support to campus and other district staff through phone calls and e-mails. Interviewees favorably described the responsiveness of both departments.

## Information Technology

The district uses multiple information systems and applications to manage Title funds.

- MUNIS – The district's ERP system is used to facilitate the procure-to-pay process, employee reimbursements, and payroll processing. Title fund expenditures are routed based on the budget code applied to the transaction in this system. Workflows within MUNIS facilitate the approval process of Title fund expenditures.

- Title I Crate – This information system is used by the district to maintain and monitor required Title I documents for their Title I campuses and district. Campuses upload documents, such as family and community engagement agendas or campus committee meeting notes, and these are reviewed by SAFP. SAFP can accept or return the document to the campus if it does not meet requirements. Deadlines are included for each document, and a warning system is used to indicate overdue files.

- Plan4Learning – This information system is used to create the DIP and CIP and monitor progress with goal achievement. Every campus in LISD uses this platform; however, Title I campuses have additional elements that must be documented.

- Google Forms and Spreadsheets – These tools are used by SAFP to facilitate expenditure requests and track their departmental approval of requests.

## Findings and Recommendations

*Finding 1: The organizational alignment of Title program administration does not represent a logical alignment of functions and, accordingly, inhibits effective oversight.*

As shown in the organizational charts in Figure 6 and Figure 7 above, the responsibilities for overseeing Title programs are separated across two departments. SAFP oversees Titles I, II, and IV, while GLC oversees Title III. This separation has resulted in difficulties and inefficiencies for LISD in the following ways:

- ESSA Application Process

  – All Title programs are included in one application. Separating responsibility for sections of the application increases risks of late submissions.

- Varying Business Processes (See related audit testing later in this report)

  – Audit testing of expenditures indicated different processes for reviewing and approving expenditures, dependent upon which Title program was used.

  – The audit team discovered instances of non-compliance with LISD policy within expenditures.

- Differences in Compliance Monitoring

  – Variations in documentation of meetings and attendance increase the risk of non-compliance.

  – The audit team noted an instance of non-compliance within Title III related to documentation requirements for family and community engagement.

- Segregation of Duties Concerns

  – Compliance monitoring is being performed by the same positions and teams responsible for delivering the program. This can limit objectivity and skepticism while reviewing program implementation, documentation, and outcomes. The audit team notes that this was not observed during the audit, but the risk remains.

  – Leaders in GLC must focus on Title III compliance, necessarily limiting the amount of focus they can place on program delivery.

When reviewing the functions underneath the Assistant Superintendent for Special Programs and Services, each function encompasses an aspect of special education or related services, except SAFP. Further, the compliance focus demanded by Title programs does not naturally align with the objectives and goals of the special education functions (or any other academic area, for that matter). Title programs represent funding sources that financially support allowable instructional and professional development programs. While these programs must be supplemental in nature, they are not intended to operate in a vacuum as separate academic programs managed by separate academic units.

Collaboration between Finance and SAFP is crucial for ensuring accurate allocation, tracking, and reporting of state and federal funding streams. These departments work together to maintain proper documentation, ensure timely drawdowns of funds, and create transparent financial reports that demonstrate both fiscal responsibility and program effectiveness to stakeholders at all levels. When these two functions are separated into different reporting structures, an unnecessary barrier is created for their collaboration. The exceptions in expenditure testing, discussed later in this report, further demonstrate the impact of this separation. Many of the exceptions point to problems with expenditure approvals, as well as additional concerns around modifying timesheets after submission by the employee. The focus on financial controls would likely improve the internal control environment within SAFP.

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**Recommendation 1: Reorganize the Title fund compliance functions.**

The organizational alignment of compliance monitoring for Title funds should be changed in two primary ways. First, the responsibility for monitoring compliance for Title III should be moved to SAFP. This would consolidate responsibility for all Title funds, thereby improving segregation of duties within Title III and eliminating process inconsistencies across the funds. Additionally, SAFP should be aligned under the Chief Financial Officer. This would align expenditure approval and review processes with other district purchases.

Once implemented, job descriptions would need to be updated, as well as existing process documentation and training manuals.

*Management Response: Management partially agrees with this recommendation. We agree that Title III funds should flow through SAFP, rather than the GLC department. We do not agree that SAFP should be moved to the Chief Financial Officer at this time. Additional study is needed to consider the broader implications of this recommendation.*

*Finding 2: The district is exposed to risks by relying on informal processes in key Title fund areas.*

Through interviews and review of provided procedural manuals and training, the audit team noted a lack of documentation on the Title funds CNA process, budgeting process, and Title III expenditure process.

## CNA Process Guidance

Needs assessment processes are informed by various instructions on the district's Plan4Learning information system. These instructions are included immediately below:

- Comprehensive Needs Assessment Data Documentation
    - Checkboxes for the campus to indicate which data elements were considered in the CNA
        - Campus goals
        - District goals
        - Community-based accountability systems
        - State of Texas Assessments of Academic Readiness (STAAR) data
        - Parent surveys
- Questions to Consider
    - Developed by 806 Technologies Inc. (owner of Plan4Learning)
    - Includes questions that should be considered in completing the CNA
        - What programs do we have in place to address struggling or at-risk students?
        - Do our special programs align with the needs and desires of our students, parents, and community?
        - What is the process for recruiting and hiring high-quality educators?

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· How do students and staff describe the school and learning environment?

The referenced materials provide some important details to campus leaders, but guidance on what depth to include in summary responses, opportunity statements, or data discussions could not be found. The audit team analyzed the CIPs for the Title I campuses to determine if there was misalignment in the breadth of information included across the plans.

## Comparison of Comprehensive Needs Assessment Across Campuses

### Quality and Length of Summaries

The summaries of the CNA for each campus vary in quality and length. For instance, Grandview Hills Elementary provides a detailed overview of the data used for the assessment, including various student performance metrics and demographic data, which spans multiple pages and offers a comprehensive view of the school's needs. In contrast, Camacho Elementary presents a more concise summary, focusing primarily on key opportunity statements and their root causes, which may limit the depth of understanding regarding the school's overall needs.

### Strengths and Opportunity Statements

The strength of the opportunity statements also varies. Reed Elementary has prioritized opportunity statements that are well-defined and include specific root causes, such as the need for aligned collaborative team planning time in Professional Learning Communities (PLCs). On the other hand, Bagdad Elementary identifies opportunities for improvement but does not provide as much detail regarding the root causes, which may hinder the effectiveness of their action plans.

### Level of Detail in Priority Opportunity Statements

The level of detail in the Priority Opportunity Statements is generally consistent across campuses, but some campuses provide more actionable insights than others. For example, Knowles Elementary outlines specific actions to address student goal setting and family engagement, indicating a clear plan for improvement. In contrast, Giddens Elementary also emphasizes the importance of family engagement but lacks specific strategies for implementation, which could lead to ambiguity in execution.

### Data Documentation Similarity

The data documentation across campuses shows some alignment, particularly in the types of assessments referenced, such as STAAR results and local diagnostic assessments. However, Giddens Elementary includes a broader range of data sources, such as community-based accountability systems, which are not mentioned in the other campuses' documentation.

### Overall Summary

In summary, while there is some alignment across the campuses regarding the types of data and general themes in the CNA, significant departures exist in the depth of detail and specific strategies outlined in the opportunity statements. Four campuses share a focus on student performance and engagement, while two campuses emphasize family engagement and attendance more prominently. The variation in the quality

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and detail of the assessments suggests that, while the campuses are aligned in their goals, the approaches to achieving these goals differ significantly.

## Budget Process Guidance

Separate from the CNA, budget planning for federal funds operates through informal processes without sufficient documentation. Title III budget planning relies on conversations between Coordinators rather than formal planning sessions. The audit team requested procedural manuals for estimating the costs of strategies included in the DIP and CIP; however, none were provided. During interviews, multiple interviewees described an iterative process involving multiple meetings, e-mails, and spreadsheets.

## Title III Expenditure Process Guidance

The audit team requested procedural documentation for Title III expenditure processes, including allowable expenditure guidance, how to submit an expenditure, and documentation requirements for expenditures. No documentation was provided over these key areas. Through interviews, the audit team learned that requirements are communicated by the Director of GLC to Financial Secretaries and Dual Language Instructional Coaches.

## Overall

The informal nature of developing CNAs, budgeting for Title programs, and processing expenditures for Title III creates vulnerability to disruption if key personnel change. The reliance on conversations, meetings, and individual knowledge does not appear to have immediate financial impact on allocating funds to various Title programs. However, risks remain to the district if personnel turn over.

**Recommendation 2: Create procedural documentation for CNA, budgeting, and Title III expenditure processes.**

The district should first begin by identifying other key processes that do not have thorough, disseminated procedural documentation. After this is completed, prioritization can occur, and the planning process can begin. The following steps are necessary for the completion, dissemination, and update of procedural documentation, mitigating the risks associated with reliance on individual knowledge within the CNA, budgeting, and Title III expenditure processes.

### Planning

The planning phase begins with forming a team of key stakeholders who will oversee the manual's development. This team defines clear objectives, identifies the target users, gathers existing documentation, and establishes a realistic timeline with specific milestones. Using clear, concise language throughout this phase ensures all participants understand their roles and responsibilities.

### Content Organization

Content organization requires developing a standardized format that maintains consistency across all sections. The manual should include a comprehensive table of contents, version control information, a

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detailed glossary of terms, and relevant policies and regulations. Documentation elements are woven throughout each section, incorporating detailed step-by-step instructions, process flowcharts, standardized forms and templates, comprehensive checklists, relevant examples, contact information, frequently asked questions, and troubleshooting guides.

## Quality Assurance

Quality assurance involves thorough review by subject matter experts and legal compliance teams, followed by user testing and pilot implementation. Feedback collection mechanisms should be established, leading to necessary revisions and updates. This process ensures the manual remains practical and effective.

## Implementation

Implementation requires developing a comprehensive training program, establishing a distribution plan, creating an effective communication strategy, setting up support systems, and implementing monitoring mechanisms. Regular training sessions and updates help ensure consistent application of procedures.

## Maintenance and Updates

The manual should be reviewed quarterly to maintain accuracy and relevance, with updates made as procedures or regulations change. Staff training should be conducted whenever significant updates occur, and compliance should be monitored regularly. Feedback mechanisms should be in place to gather user input, leading to continuous improvements. All changes should be properly documented, and backups maintained in both digital and physical formats.

## Supporting Components

Supporting components include digital access options, robust search functionality, comprehensive cross-referencing, a detailed index, and relevant appendices. These features should be user-friendly and regularly maintained to ensure optimal functionality.

## Specific Content Areas

### CNA

The CNA procedures manual should include clear data collection protocols that outline how to gather and analyze various data sources, such as demographic and academic performance data. Additionally, the manual should establish regular monitoring and revision schedules for the CNA. Engaging stakeholders, including parents and community members, in the CNA process is crucial. Survey templates and process flows should be included to guide campuses.

### Title Fund Budgeting

The budgeting procedures manual outlines the complete budget cycle, starting with the planning timeline and revenue forecasting methods. It details the budget allocation process, department submission

requirements, review and approval workflow, modification procedures, reporting requirements, and monitoring measures. Each process should include practical examples and clear cross-references to related documents.

### *Title III Expenditure Process*

The Title III expenditure manual comprehensively describes purchase authorization levels, required documentation, procurement processes, and payment procedures. It includes detailed expense categorization guidelines, reimbursement protocols, record-keeping requirements, and audit trail maintenance procedures. This section should feature sample forms and step-by-step instructions for common transactions.

*Management Response: Management agrees with this recommendation. We are working with campuses to align all documentation processes. We are developing a procedural manual to provide clear guidance.*

# Chapter 4: Internal Controls and Compliance

The internal control environment is critical for ensuring compliance with Title fund regulations and district policy. In this Chapter, an overview of the compliance requirements for each Title fund is included. Then, areas where the audit team noted compliance concerns are discussed. This is followed by findings and recommendations for improvement.

## Title I, Part A

Texas schools comply with Title I, Part A of the ESSA by adhering to several key requirements. They must use Title I funds appropriately to fulfill the program's intent. Schools are required to document compliance through improvement plans and financial records. Expenditures must be made only on items allowed by Title I, Part A:

- Support a need that is identified in the CNA;
- Are included in the CIP;
- Are reasonable in cost;
- Are necessary to carry out the intent and purpose of the Title I, Part A program; and
- Are allowable under Title I, Part A;
  - Supplemental instruction;
  - Professional development;
  - Parent and family engagement;
  - Upgrade education programs in Title I campuses; and
  - Support education services for homeless children, children in foster care, and students with disabilities.

Expenditures are also required to supplement, not supplant, state and local funds and must follow all Education Department general administrative regulations and district policy requirements.

Additionally, they must submit necessary applications and data to the TEA and undergo audits. Establishing a school support team is also essential for monitoring compliance and student performance, ensuring effective use of resources to support disadvantaged students.

Non-compliance with Title I, Part A of the ESSA can allow the TEA to take actions against non-compliant school districts, including withholding funds and initiating debarment proceedings. School districts must ensure that services at Title I campuses are comparable to those at non-Title I campuses. To demonstrate compliance, they must submit the Comparability Assurance Document (CAD) electronically and the Comparability Computation Form (CCF), which is accessible on the TEA website.

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## Title II, Part A

Maintaining compliance with Title II, Part A involves adhering to federal guidelines, including prioritizing funding for high-need schools, maintaining documentation, and ensuring professional development aligns with state mandates. LEAs must use funds for activities that support effective instruction, particularly for disadvantaged students, and meet state academic standards while ensuring equitable educational opportunities. Regular evaluations and adherence to funding regulations are crucial for maintaining compliance and achieving the program's goals, ultimately fostering a more effective and inclusive educational environment.

If found in non-compliance with Title II, Part A, the TEA may take actions such as withholding cash payments until the issue is resolved, requiring refunds for non-compliant activities, suspending or terminating federal awards, initiating suspension or debarment proceedings, and withholding future federal grant awards.

## Title III, Part A

Title III for school districts establishes essential requirements for LEAs to support English learners and immigrant students in achieving academic proficiency. LEAs must ensure teachers in Language Instruction Educational Programs (LIEPs) are bilingual, as mandated by Section 3116(c), and must implement robust parent and family engagement activities in line with Section 3115(c)(3)(A). Accurate time and effort records must be maintained for split-funded staff, and LEAs are required to adhere to a 2% cap on administrative costs (Section 3115(b)). Furthermore, LEAs must provide equitable services to private school students, as outlined in Section 9501(d).

To ensure compliance, LEAs must maintain thorough documentation for audits, including hiring records, engagement tools, and budget ledgers. Effective program implementation depends on adherence to these requirements. Title III of the ESEA establishes these essential guidelines, emphasizing the importance of qualified teachers, family involvement, responsible fund management, and compliance measures to create an inclusive educational environment. Oversight and audits by the TEA ensure that LEAs meet these standards, ultimately contributing to the success of English learners in Texas. LEAs can access resources and guidance from the TEA to support their efforts in fulfilling these requirements and enhancing their programs for English learners.

Non-compliance with Title III in Texas public schools can lead the TEA to take actions such as withholding cash payments, requiring cost refunds, suspending or terminating federal awards, initiating suspension or debarment proceedings, and withholding future federal awards.

## Title IV, Part A

Title IV compliance for school districts in Texas involves adherence to federal guidelines aimed at enhancing student support and academic enrichment. LEAs must ensure that programs funded under Title IV, Part A prioritize safety, mental health, and well-rounded education. Compliance includes regular monitoring, self-checks, and technical assistance from regional education service centers. Schools must

document their efforts to meet these requirements, ensuring that all activities align with the overarching goals of increasing educational capacity and improving student outcomes.

To maintain compliance, the LEA must engage in timely and meaningful consultation with a broad range of stakeholders when determining areas of improvement related to student access to effective program activities. This consultation process is a key requirement under ESSA, Title IV, Part A, Section 4106(c)(1-2). They must also provide a description of the programs and activities funded by Title IV, Part A in support of the program objectives and intended outcomes and periodically evaluate the effectiveness of Title IV, Part A programs and activities, measuring them against the program objectives and intended outcomes, as per Section 4106(e)(1)(E).

Non-compliance with Title IV in Texas public schools can lead to significant consequences. Schools may face sanctions from the Department of Education for failing to meet eligibility criteria or violating program requirements. In severe cases, programs can be terminated. The TEA may issue non-compliance letters and take further actions against districts. Factors influencing compliance include institutional size, Title IV funding volume, and complexity. To manage compliance effectively, schools should ensure adequate staffing, establish internal controls, facilitate reporting mechanisms, maintain records, conduct audits, oversee third-party services, and address any shortcomings promptly.

## Expenditure Process

A key requirement discussed throughout ESSA guidance and EDGAR is documentation to support the use of funds, as well as expenditures following local policies. As outlined earlier in this report, Titles I, II, and IV are overseen by SAFP, and Title III is overseen by GLC. With the exception of allowable uses of these funds, expenditure requirements are identical across the four Title funds. The audit team focused their efforts on testing and analyzing expenditures for each of the Title funds, verifying that key review, approval, and documentation controls are in place to support the allowability of expenditures. The test approach and results for expenditures are provided immediately below.

**Test A – Expenditures**

- Obtained a list of all Title I, II, III, and IV Part A transactions for 2023-24 and 2024-25 (as of December 2024);

- Disaggregated the expenditures into the following categories:

  – Payroll;

  – Professional and Contracted Services;

  – Supplies and Materials; and

  – Other Operating Costs (primarily travel and related expenditures);

- Identified testing attributes for each category.

  – **Payroll (Test A.P.)**

    · Payroll expenditures were properly authorized and approved (A.P.1.);

    · Salary and wage payments are accurate and correctly calculated (A.P.2.); and

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- Payroll expenditures are allowable under federal guidelines (A.P.3.).
    – **Professional and Contracted Services (Test A.CS.)**
    - Services were approved before being contracted (A.CS.1);
    - Services match the terms outlined on the contract or purchase order (A.CS.2);
    - Invoice and payment amounts are accurate and agree to underlying purchase order/contract (A.CS.3); and
    - Expenditures were allowable under federal guidelines (A.CS.4).
    – **Supplies and Materials (Test A.S.)**
    - Expenditures were properly authorized and approved (A.S.1.);
    - Transactions were correctly recorded (budget code, quantities, costs) (A.S.2.);
    - Payments to vendors were made in the correct amount (A.S.3.); and
    - Expenditures were allowable under federal guidelines (A.S.4.).
    – **Other Operating Costs (Test A.O.)**
    - Expenditures were properly authorized and approved (A.O.1.);
    - Travel requests and/or receipts support the expenditure value (A.O.2.); and
    - Expenditures were allowable under federal guidelines (A.O.3.).
- Judgmentally selected samples for each testing population; and
- Obtained the supporting documentation for each attribute discussed above.

**Test A – Expenditures Results**

The following section discusses the results for each expenditure category, separated by Title fund and year. Summary tables include the results for each test, and commentary discussing the results can be found following each table.

**Table 3. Payroll Expenditure Test Results, Titles I, II, III, and IV**

| Sample | Year | Fund | Amount | A.P.1. | A.P.2. | A.P.3. |
|--------|------|------|--------|--------|--------|--------|
| 1 | 2023-24 | Title I | $2,158 | P | P | P |
| 2 | 2023-24 | Title I | $2,416 | P | P | P |
| 3 | 2023-24 | Title I | $5,401 | P | P | P |
| 4 | 2023-24 | Title I | $2,736 | P | P | P |
| 5 | 2023-24 | Title I | $34 | P | F | P |
| 6 | 2023-24 | Title I | $60 | P | P | P |
| 7 | 2023-24 | Title I | $428 | P | P | P |
| 8 | 2023-24 | Title I | $306 | P | P | P |

| Sample | Year | Fund | Amount | A.P.1. | A.P.2. | A.P.3. |
|---|---|---|---|---|---|---|
| 9 | 2024-25 | Title I | $6,056 | P | P | P |
| 10 | 2024-25 | Title I | $5,518 | P | P | P |
| 11 | 2024-25 | Title I | $250 | P | P | P |
| 12 | 2024-25 | Title I | $418 | P | P | P |
| 13 | 2024-25 | Title I | $274 | P | P | P |
| 14 | 2024-25 | Title I | $180 | P | P | P |
| 15 | 2024-25 | Title I | $304 | P | P | P |
| 16 | 2024-25 | Title I | $2,736 | P | P | P |
| 17 | 2024-25 | Title I | $4,886 | P | P | P |
| 18 | 2024-25 | Title I | $5,861 | P | P | P |
| | | | | | | |
| 19 | 2023-24 | Title II | $230 | P | P | P |
| 20 | 2023-24 | Title II | $115 | P | P | P |
| 21 | 2023-24 | Title II | $65 | P | P | P |
| 22 | 2023-24 | Title II | $53 | F | P | P |
| 23 | 2023-24 | Title II | $5,524 | P | P | P |
| 24 | 2023-24 | Title II | $5,723 | P | P | P |
| 25 | 2023-24 | Title II | $667 | P | F | P |
| 26 | 2023-24 | Title II | $170 | P | P | P |
| 27 | 2023-24 | Title II | $6,398 | P | P | P |
| 28 | 2023-24 | Title II | $6,373 | P | P | P |
| 29 | 2023-24 | Title II | $600 | P | P | P |
| 30 | 2023-24 | Title II | $1,200 | P | P | P |
| 31 | 2023-24 | Title II | $663 | P | F | P |
| 32 | 2023-24 | Title II | $613 | P | F | P |
| 33 | 2023-24 | Title II | $1,750 | F | P | P |
| 34 | 2023-24 | Title II | $1,750 | F | P | P |
| 35 | 2024-25 | Title II | $32 | F | F | P |
| 36 | 2024-25 | Title II | $6,567 | P | P | P |
| 37 | 2024-25 | Title II | $5,861 | P | P | P |
| 38 | 2024-25 | Title II | $(239) | F | F | P |
| 39 | 2024-25 | Title II | $(217) | F | F | P |

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| Sample | Year | Fund | Amount | A.P.1. | A.P.2. | A.P.3. |
|---|---|---|---|---|---|---|
| 40 | 2024-25 | Title II | $400 | F | P | P |
| 41 | 2024-25 | Title II | $510 | F | F | P |
| 42 | 2024-25 | Title II | $210 | F | P | P |
| 43 | 2024-25 | Title II | $85 | F | P | P |
| 44 | 2024-25 | Title II | $210 | F | P | P |
| 45 | 2024-25 | Title II | $170 | F | P | P |
| 46 | 2024-25 | Title II | $170 | F | P | P |
| 47 | 2024-25 | Title II | $6,118 | P | P | P |
| 48 | 2024-25 | Title II | $57 | F | P | P |
| 49 | 2024-25 | Title II | $76 | F | P | P |
| 50 | 2024-25 | Title II | $32 | F | P | P |
| 51 | 2024-25 | Title II | $57 | P | P | P |
| 52 | 2024-25 | Title II | $76 | P | P | P |
| 53 | 2024-25 | Title II | $76 | P | P | P |
|  |  |  |  |  |  |  |
| 54 | 2023-24 | Title III | $500 | P | P | P |
| 55 | 2023-24 | Title III | $500 | P | P | P |
| 56 | 2023-24 | Title III | $173 | P | P | N/A |
| 57 | 2023-24 | Title III | $345 | N/A | N/A | N/A |
| 58 | 2023-24 | Title III | $166 | P | P | P |
| 59 | 2023-24 | Title III | $221 | P | P | P |
| 60 | 2023-24 | Title III | $219 | F | P | P |
| 61 | 2023-24 | Title III | $4,200 | F | P | P |
| 62 | 2023-24 | Title III | $628 | P | P | P |
| 63 | 2023-24 | Title III | $583 | P | P | P |
| 64 | 2023-24 | Title III | $426 | F | P | P |
| 65 | 2024-25 | Title III | $2,758 | F | F | P |
| 66 | 2024-25 | Title III | $2,409 | F | F | P |
| 67 | 2024-25 | Title III | $4,917 | P | P | P |
|  |  |  |  |  |  |  |
| 68 | 2024-25 | Title IV | $5,065 | P | P | P |

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**Title I, Part A Results**

- 17 out of 18 samples passed all tests.

- Test A.P.2. Salary and wage payments are accurate and correctly calculated.

  - Sample 5 failed this test. The selected expense should have been recorded as $303.75 based on supporting documentation.

**Title II, Part A Results**

- Test A.P.1. Authorized and Approved

  - Out of 35 samples, 19 were appropriately authorized and approved.

  - Sample 22 failed, as approval for the extra-duty assignment occurred after the start date of the assignment. Additionally, an hourly rate was 'whited out' on the form and another rate was written. No approval of the change was noted.

  - Samples 33 and 34 failed, as the employee did not sign their stipend agreements until after the start date, and thus approval did not occur until after the start date of the stipend.

  - Samples 35 and 38-46 failed, as approval occurred after the professional development event occurred.

  - Sample 48 failed, as corrections were made to an employee-submitted timesheet without any evidence of approval.

  - Samples 49 and 50 failed, as timesheets for the professional development event were approved prior to the event taking place.

- Test A.P.2. Salary and wage payments are accurate and correctly calculated

  - Out of 35 samples, 28 payments were accurate and correctly calculated.

  - Samples 25, 31, and 32 failed, as the evidence provided supported two days of training, though the employee was potentially paid for more. An overpayment occurred and the district attempted to recoup the overpayment. However, the remaining balance could not be explained by administration, as the employee's quoted rate for two days of training did not reconcile to the leftover payment after the recoup effort.

  - Samples 38 and 39 failed, as the audit team could not reconcile the payroll deduction to the final net payment for the employee, verifying that the overpayment referenced above was completely corrected.

  - Sample 41 failed, as the evidence provided supported one day of training at $85 per day. The audit team could not reconcile the $510 payment to any supporting documentation.

- Test A.P.3. Payroll expenditures are allowable

  - All samples passed this test.

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**Title III, Part A Results**

- Test A.P.1. Authorized and Approved

  - Out of 14 samples, eight were appropriately authorized and approved.

  - The test could not be performed for Sample 57, as no evidence was provided to support that an approved professional development activity was being performed on the day of the selected substitute expenditure and no paycheck was provided to verify the amount actually paid.

  - Samples 60, 61, 65, and 66 failed, as the agreements for extra work were not approved until after the start date.

  - Sample 64 failed, as there was no approval on the timesheet supporting that the employee worked the reported hours.

- Test A.P.2. Salary and wage payments are accurate and correctly calculated

  - Out of 14 samples, 11 payments were accurate and correctly calculated.

  - The test could not be performed for Sample 57, as no evidence was provided to support that an approved professional development activity was being performed on the day of the selected substitute expenditure and no paycheck was provided to verify the amount actually paid.

  - Samples 65 and 66 failed, as the payment made to the employee could not be agreed to any calculation or timesheet.

- Test A.P.3. Payroll expenditures are allowable

  - Out of 14 samples, 12 expenditures were allowable.

  - The test could not be performed for Sample 56, as no paycheck was provided to verify the amount actually paid.

  - The test could not be performed for Sample 57, as no evidence was provided to support that an approved professional development activity was being performed on the day of the selected substitute expenditure and no paycheck was provided to verify the amount actually paid.

**Title IV, Part A Results**

- The samples passed all tests.

**Table 4. Professional and Contracted Services Test Results, Titles II and III**

| Sample | Year | Fund | Amount | A.CS.1 | A.CS.2 | A.CS.3 | A.CS.4 |
|--------|------|------|--------|--------|--------|--------|--------|
| 1 | 2023-24 | Title II | $8,447 | P | P | P | P |
| 2 | 2023-24 | Title II | $5,000 | F | P | P | P |
| 3 | 2023-24 | Title II | $8,447 | P | P | P | P |
| 4 | 2023-24 | Title II | $8,547 | P | P | P | P |
| 5 | 2023-24 | Title II | $880 | P | P | P | P |
| 6 | 2023-24 | Title II | $6,599 | F | P | P | P |

| Sample | Year | Fund | Amount | A.CS.1 | A.CS.2 | A.CS.3 | A.CS.4 |
|--------|------|------|--------|--------|--------|--------|--------|
| 7 | 2023-24 | Title II | $8,747 | P | P | P | P |
| 8 | 2023-24 | Title II | $22,000 | P | P | P | P |
| 9 | 2023-24 | Title II | $27,000 | P | P | P | P |
| 10 | 2023-24 | Title II | $11,746 | P | P | P | P |
| 11 | 2024-25 | Title II | $9,500.00 | P | P | P | P |
| 12 | 2024-25 | Title II | $10,000.00 | P | P | P | P |
| | | | | | | | |
| 13 | 2023-24 | Title III | $3,600.00 | F | P | P | P |
| 14 | 2023-24 | Title III | $4,000.00 | P | P | P | P |
| 15 | 2023-24 | Title III | $9,450.00 | P | P | P | P |
| 16 | 2023-24 | Title III | $12,600.00 | P | P | P | P |
| 17 | 2023-24 | Title III | $16,200.00 | P | P | P | P |
| 18 | 2024-25 | Title III | $7,225.00 | P | P | P | P |
| 19 | 2024-25 | Title III | $12,592.50 | P | P | P | P |

Source. Gibson Consulting Group

**Title II, Part A Results**

- Test A.CS.1. Services were approved before being contracted
    - Out of 12 samples,10 were appropriately approved before being contracted.
    - Samples 2 and 6 failed, as the invoice was submitted before the purchase order.
- Test A.CS.2. Services match the terms outlined on the contract or purchase order
    - All samples passed this test.
- Test A.CS.3. Invoice and payment amounts are accurate and agree to underlying purchase order/contract
    - All samples passed this test.
- Test A.CS.4. Expenditures were allowable under federal guidelines
    - All samples passed this test.

**Title III, Part A Results**

- Test A.CS.1. Services were approved before being contracted
    - Out of seven samples, six were appropriately approved before being contracted.
    - Sample 13 failed, as the contract was signed prior to approval for Title fund use.

- Test A.CS.2. Services match the terms outlined on the contract or purchase order

  - All samples passed this test.

- Test A.CS.3. Invoice and payment amounts are accurate and agree to underlying purchase order/contract

  - All samples passed this test.

- Test A.CS.4. Expenditures were allowable under federal guidelines

  - All samples passed this test.

**Table 5. Supplies and Materials Test Results, Titles I, II, III, and IV**

| Sample | Year | Fund | Amount | A.S.1 | A.S.2 | A.S.3 | A.S.4 |
|---|---|---|---|---|---|---|---|
| 1 | 2023-24 | Title I | $106.98 | P | P | P | P |
| 2 | 2023-24 | Title I | $107.44 | P | P | P | P |
| 3 | 2023-24 | Title I | $544.46 | P | P | P | P |
| 4 | 2023-24 | Title I | $4,400.00 | F | P | P | P |
| 5 | 2023-24 | Title I | $657.90 | P | P | P | P |
| 6 | 2024-25 | Title I | $634.75 | P | P | P | P |
| 7 | 2024-25 | Title I | $1,381.56 | P | P | P | P |
| | | | | | | | |
| 8 | 2023-24 | Title II | $1,130.30 | P | P | P | P |
| 9 | 2023-24 | Title II | $1,477.95 | P | P | P | P |
| 10 | 2023-24 | Title II | $1,589.58 | P | P | P | P |
| 11 | 2023-24 | Title II | $7,956.00 | P | P | P | P |
| 12 | 2023-24 | Title II | $15,000.00 | P | P | P | P |
| 13 | 2024-25 | Title II | $450.06 | P | P | P | P |
| 14 | 2024-25 | Title II | $7,446.00 | P | P | P | P |
| | | | | | | | |
| 15 | 2023-24 | Title III | $1,615.50 | P | P | P | P |
| 16 | 2023-24 | Title III | $1,724.80 | P | P | P | P |
| 17 | 2023-24 | Title III | $1,746.51 | P | P | P | P |
| 18 | 2023-24 | Title III | $1,774.11 | P | P | P | P |
| 19 | 2023-24 | Title III | $1,797.00 | P | P | P | P |
| 20 | 2023-24 | Title III | $1,866.11 | P | P | P | P |
| 21 | 2023-24 | Title III | $2,423.75 | P | P | P | P |
| 22 | 2023-24 | Title III | $3,594.00 | P | P | P | P |

| Sample | Year | Fund | Amount | A.S.1 | A.S.2 | A.S.3 | A.S.4 |
|--------|------|------|--------|-------|-------|-------|-------|
| 23 | 2023-24 | Title III | $31,615.00 | P | P | P | P |
| 24 | 2023-24 | Title III | $60,557.74 | P | P | P | P |
| 25 | 2024-25 | Title III | $2,311.32 | P | P | P | P |
| 26 | 2024-25 | Title III | $2,832.50 | P | P | P | P |
| 27 | 2024-25 | Title III | $6,095.00 | F | P | P | P |
| 28 | 2024-25 | Title III | $8,031.54 | P | P | P | P |
| 29 | 2024-25 | Title III | $64,493.99 | P | P | P | P |
| | | | | | | | |
| 30 | 2023-24 | Title IV | $475.73 | P | N/A | N/A | N/A |
| 31 | 2023-24 | Title IV | $32,292.00 | P | P | P | P |
| 32 | 2024-25 | Title IV | $539.97 | P | P | P | P |
| 33 | 2024-25 | Title IV | $4,286.10 | P | P | P | P |

Source. Gibson Consulting Group

**Title I, Part A Results**

- Test A.S.1. Expenditures were properly authorized and approved
  - Out of seven samples, six were appropriately authorized and approved.
  - Sample 4 failed, as the purchase order was issued the same day as the invoice.
- Test A.S.2. Transactions were correctly recorded (budget code, quantities, cost)
  - All samples passed this test.
- Test A.S.3. Payments to vendors were made in the correct amount
  - All samples passed this test.
- Test A.S.4. Expenditures were allowable under federal guidelines
  - All samples passed this test.

**Title II, Part A Results**

- Test A.S.1. Expenditures were properly authorized and approved
  - All samples passed this test.
- Test A.S.2. Transactions were correctly recorded (budget code, quantities, cost)
  - All samples passed this test.
- Test A.S.3. Payments to vendors were made in the correct amount
  - All samples passed this test.

- Test A.S.4. Expenditures were allowable under federal guidelines
  - All samples passed this test.

**Title III, Part A Results**

- Test A.S.1. Expenditures were properly authorized and approved
  - Out of 15 samples, 14 were appropriately authorized and approved.
  - Sample 27 failed, as approval was provided for $2,385 of goods, indicated to be paid using Title III funds. Approval for the remaining $3,710 was not provided.
- Test A.S.2. Transactions were correctly recorded (budget code, quantities, cost)
  - All samples passed this test.
- Test A.S.3. Payments to vendors were made in the correct amount
  - All samples passed this test.
- Test A.S.4. Expenditures were allowable under federal guidelines
  - All samples passed this test.

**Title IV, Part A Results**

- Test A.S.1. Expenditures were properly authorized and approved
  - All samples passed this test.
- Test A.S.2. Transactions were correctly recorded (budget code, quantities, cost)
  - Out of four samples, three transactions were correctly recorded.
  - The test could not be performed for Sample 31.
- Test A.S.3. Payments to vendors were made in the correct amount
  - Out of four samples, three payments to vendors were made in the correct amount.
  - The test could not be performed for Sample 31.
- Test A.S.4. Expenditures were allowable under federal guidelines
  - Out of four samples, three were allowable under federal guidelines.
  - The test could not be performed for Sample 31.

**Table 6. Other Operating Costs Test Results, Titles I, II, III, and IV**

| Sample | Year | Fund | Amount | A.O.1 | A.O.2 | A.O.3 |
|---|---|---|---|---|---|---|
| 1 | 2023-24 | Title I | $680 | P | P | P |
| 2 | 2023-24 | Title I | $695 | P | P | P |
| 3 | 2023-24 | Title I | $713 | P | P | P |

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| Sample | Year | Fund | Amount | A.O.1 | A.O.2 | A.O.3 |
|---|---|---|---|---|---|---|
| 4 | 2023-24 | Title I | $95 | P | P | P |
| 5 | 2023-24 | Title I | $198 | P | P | P |
| 6 | 2024-25 | Title I | $1,450 | P | P | P |
| 7 | 2024-25 | Title I | $2,280 | P | P | P |
| | | | | | | |
| 8 | 2023-24 | Title II | $2,525 | P | P | P |
| 9 | 2023-24 | Title II | $52 | P | P | P |
| 10 | 2023-24 | Title II | $63 | F | P | P |
| 11 | 2023-24 | Title II | $64 | F | P | P |
| 12 | 2023-24 | Title II | $65 | F | P | P |
| 13 | 2024-25 | Title II | $375 | P | P | P |
| 14 | 2024-25 | Title II | $2,650 | P | P | P |
| | | | | | | |
| 15 | 2023-24 | Title III | $1,538 | P | P | P |
| 16 | 2023-24 | Title III | $1,558 | P | P | P |
| 17 | 2023-24 | Title III | $2,137 | P | P | P |
| 18 | 2023-24 | Title III | $19 | P | P | P |
| 19 | 2023-24 | Title III | $19 | P | P | P |
| 20 | 2024-25 | Title III | $1,654 | P | P | P |
| 21 | 2024-25 | Title III | $1,722 | P | P | P |
| | | | | | | |
| 22 | 2024-25 | Title IV | $737 | P | P | P |

Source. Gibson Consulting Group

**Title I, Part A Results**

- Test A.O.1. Expenditures were properly authorized and approved

  – All samples passed this test.

- Test A.O.2. Travel requests and/or receipts support expenditure value

  – All samples passed this test.

- Test A.O.3. Expenditures were allowable under federal guidelines

  – All samples passed this test.

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**Title II, Part A Results**

- Test A.O.1. Expenditures were properly authorized and approved
    - Out of seven samples, four were properly authorized and approved.
    - Samples 10, 11, and 12 failed, as per the form, detailed receipts were required when using federal funds. No receipts were provided.
- Test A.O.2. Travel requests and/or receipts support expenditure value
    - All samples passed this test.
- Test A.O.3. Expenditures were allowable under federal guidelines
    - All samples passed this test.

**Title III, Part A Results**

- Test A.O.1. Expenditures were properly authorized and approved
    - All samples passed this test.
- Test A.O.2. Travel requests and/or receipts support expenditure value
    - All samples passed this test.
- Test A.O.3. Expenditures were allowable under federal guidelines
    - All samples passed this test.

**Title IV, Part A Results**

- Test A.0.1. Expenditures were properly authorized and approved
    - All samples passed this test.
- Test A.O.2. Travel requests and/or receipts support expenditure value
    - All samples passed this test.
- Test A.O.3. Expenditures were allowable under federal guidelines
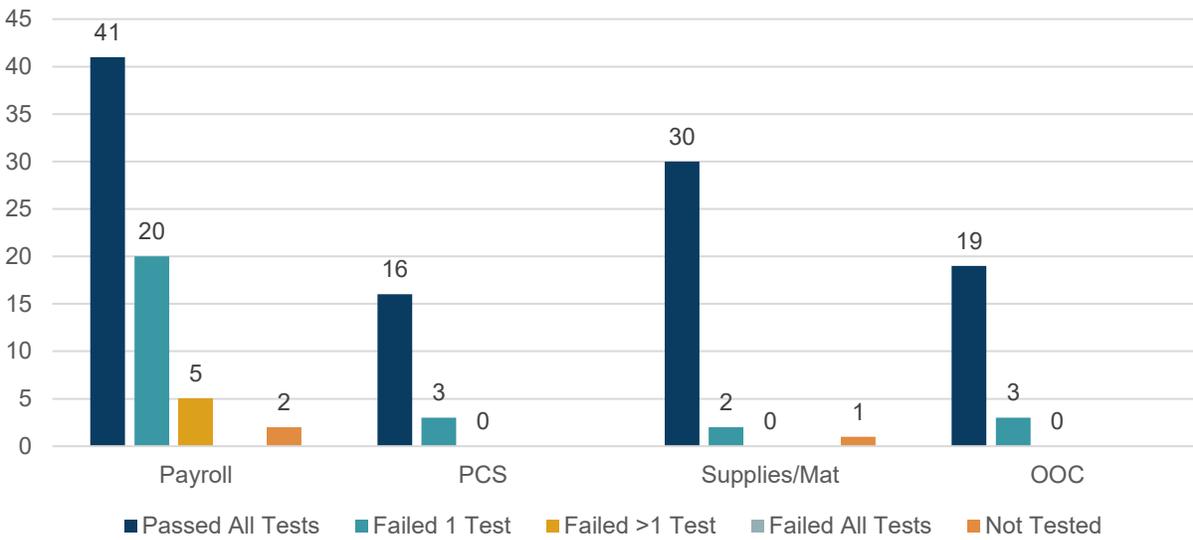    - All samples passed this test.

Figure 8 includes a summary of the expenditure test results. Payroll testing had the highest error rate, with 25 samples failing at least one test (37%).

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**Figure 8. Expenditure Testing Results**



Source. Gibson Consulting Group

# Findings and Recommendations

### *Finding 3: The district's controls over Title fund expenditures are inefficient and prone to error.*

Testing results outlined above indicate issues within the approval process for Title fund expenditures. The audit team analyzed the expenditure processes for Title funds to identify opportunities for improvement. As briefly discussed earlier, the type of expenditure (payroll, supplies and materials, etc.) and funding source (Title I, Title III, etc.) dictate the request and approval process it must follow. Below is a discussion of each major expenditure process, followed by a process map to illustrate data exchanges and manual interventions.

### *Title-Funded Positions – Base Pay*

For employees who have their base wages funded by Title funds, the process begins with the collaborative development of a state and federal plan in conjunction with campus Principals. This plan is reviewed by the SAFP teams to ensure reasonableness with prior year fund use. If issues are identified during this review, revisions are made accordingly. If additional funds are needed for the revisions, those are made by SAFP. Once the plan is approved, it is forwarded to the Finance, Human Resources (HR), and Payroll departments for implementation.

Finance initiates the operational phase by entering the approved budget values into the ERP system, MUNIS. Concurrently, HR assigns appropriate position codes within the Employee Management Application Talent Strategy (EMATS) system. If the position in question is new and lacks an existing job description, one is developed at this stage. Otherwise, the process proceeds with the assignment of payroll codes and the configuration of compensation and benefits within MUNIS. Personnel are hired and entered into the HR system, EMATS.

Payroll then exports the initial pay data and submits it to the SAFP teams for review. This data is maintained in a spreadsheet format and cross-referenced with a Google Sheet that tracks Title-funded staff. If errors are detected, Payroll makes the necessary corrections. The SAFP teams also assess whether any changes impact the budget. If so, additional funds are allocated as needed.

The final output of this process is a comprehensive Google Sheet that includes budget codes, employee names, positions, base pay amounts, and funding sources. This document serves as a centralized reference for monitoring and managing Title-funded personnel compensation.

Figure 9 depicts the process described above. The highlighted shapes (in teal) represent a process inefficiency. This is discussed below.

**Figure 9. Base Pay Process Map, LISD**
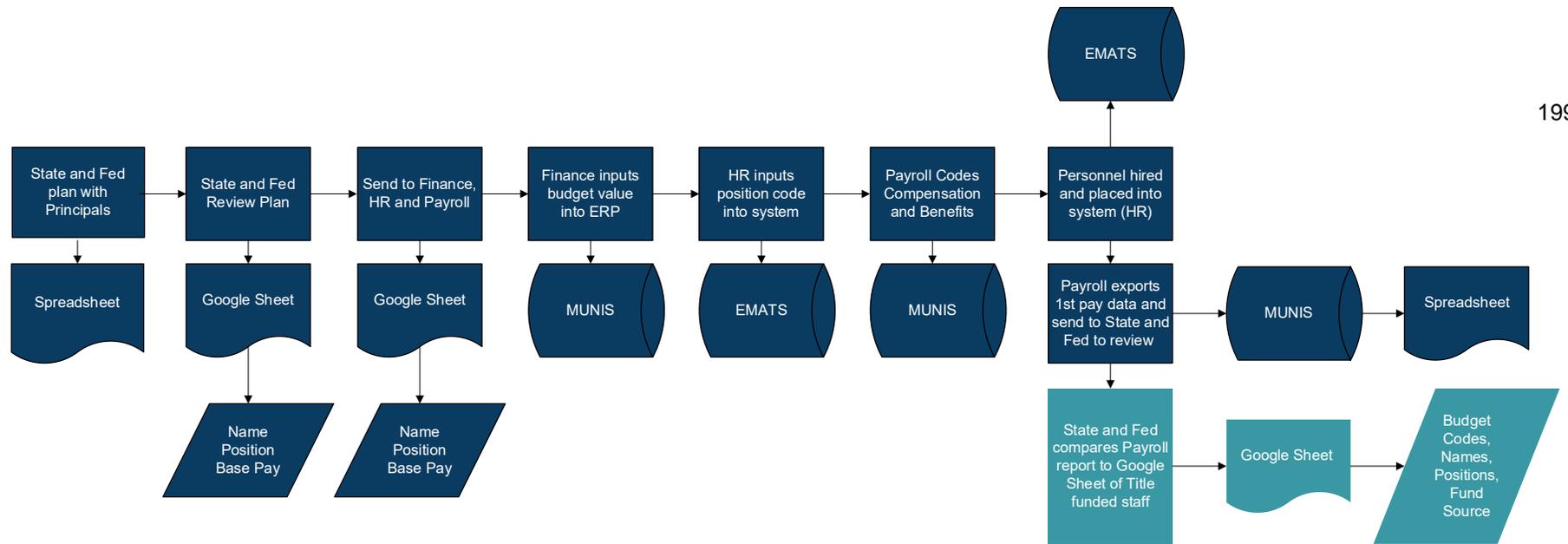
Source. Gibson Consulting Group, 2025, based on interviews with LISD staff

The inefficiency noted above relates to the reliance on a manual review control to determine the accuracy of Title fund payroll. Currently, there is no workflow in place to notify SAFP when a change occurs to a Title-funded position (e.g., employee leaving or transferring, position modified by campus). Payroll accuracy is determined by comparing the payroll data provided by Payroll to a Google Sheet that includes Title-funded staff information. If there are differences, SAFP will investigate. This places a large amount of pressure on SAFP and a large reliance on personal knowledge of Title-funded positions.

### *Title-Funded Extra-Duty Pay*

The district uses extra-duty pay to compensate employees for time spent outside of their typical contract hours or for additional duties. The process differs from the diagram in Figure 9, as extra-duty pay is not set up for the entire year through the payroll system. Instead, it must be authorized separately for employees and time must be reported to verify that the additional funds can be expended.

The process included by the audit team begins after the drafting of project agreements and timesheets. These two documents were briefly discussed earlier in the report, but in summary, are used to authorize the pay rate, assignment, dates, and maximum hours for the extra-duty.

The process for managing and executing extra-duty payments begins one week prior to the scheduled event. At this stage, the Administrative Assistant for SAFP prepares the final PA forms and timesheets. These documents are reviewed and signed, then distributed to the appropriate Facilitator or Campus Administrator via email, intercampus mail, or hand delivery. Employees are expected to sign their PA in advance of the event, as the form must be approved by supervisors and the requesting department.

Once the event occurs, the Facilitator is responsible for collecting the signed PA forms, completed timesheets, and sign-in sheets. Each participating employee must sign and date their respective timesheet. These documents are then returned to the Program or Administrative Assistant either through intradistrict mail or by hand delivery.

The Administrative Assistant then compiles the payroll form using a spreadsheet that includes key data fields such as employee ID, name, date, hours worked, payment amount, hourly rate, and budget code. This packet, comprised of the spreadsheet, timesheets, and PA forms, is forwarded to the SAFP Director for initial review. The Director checks for discrepancies in attendance, time, and rate. If issues are identified, the Administrative Assistant makes the necessary edits. If no issues are found, the packet proceeds to the Budget Specialist.

The Budget Specialist verifies the budget code and ensures financial compliance. The Director then reviews any edits, revises the payroll sheet accordingly, and provides a signature. The Budget Specialist conducts a final review of the timesheets, PA forms, and payroll documentation before returning the packet to the Administrative Assistant. In the final step, the Administrative Assistant scans and uploads the complete packet and emails it to both the Budget Specialist and Payroll for processing.

Figure 10 presents the Title-funded extra-duty pay process, with highlighted shapes (in teal) representing process inefficiencies. These are discussed immediately after the process map.

**Figure 10. Title Fund Extra-Duty Pay Process Map**

Source. Gibson Consulting Group, based on interviews with LISD staff

The extra-duty pay process is inefficient in multiple ways. First, paper timesheets and PAs are used by the district. According to interviews with SAFP, this is due to a supposed requirement to have wet signatures and hardcopy support for Title fund expenditures. The audit team requested clarification from the TEA and Region 13 Education Service Center on this matter and received the following guidance:

- Requirements for wet signatures are largely governed by local policy;

- Badge scanning is an appropriate way to support attendance and time worked;

- E-signatures are valid and binding, assuming criteria are met:

  – Authentication of the signer (via email, SMS, government ID, or biometrics);

  – Digital encryption binding the signature to the document;

  – A verifiable audit trail showing who signed, when and where, and from what device/IP address;

  – Secure storage with access for all parties; and

- Electronic timekeeping platforms can be used to verify hours worked.

The audit team could not locate any requirement in LISD policy necessitating the use of wet signatures for timesheets or PAs. Thus, it is likely that these documents are being collected in hard copy unnecessarily.

The hard copy documents drive many additional inefficiencies, such as sending documents through intra-district mail, requiring manual review of the provided documents, and the development of a payroll form.

The additional inefficiency is found in the number of reviews that occur after an event. The Administrative Assistant prepares the payroll form and reviews the supporting documentation. This is then reviewed by the Director, who signs off on the data. The Budget Specialist performs an additional review after the Director, which is duplicative in nature.

Data accuracy is also limited by the manual review. Through audit testing, Gibson discovered many examples of late approvals on PAs and modifications to timesheets and PAs.

### *Title-Funded Goods and Services*

The processes for acquiring supplies and materials and professional and contracted services are similar in nature. The only difference is in the creation and review of a contract in addition to a purchase order. The requestor will initiate the transaction by completing a Request Form (Titles I, II, and IV). This is a Google Form, where the submissions are reviewed by SAFP. For Title III, requests are sent via e-mail or phone, and the Director of GLC indicates her approval by replying to the request and forwarding it to the Budget Specialist. The Budget Specialist provides a budget code to the requestor through e-mail.

After approval by SAFP or GLC is received, the requestor completes a MUNIS requisition, using the budget code provided by the Budget Specialist. This routes to various personnel based on an established workflow. The Assistant Superintendent of SAFP is included in all workflows that use Title funds. No other departmental staff in SAFP or GLC are included.

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The requestor uploads quotes or contracts with the requisition to comply with procurement policies. The Assistant Superintendent reviews the requisition and confirms that it has been approved by SAFP by reviewing the form results Google Sheet. The final step is the creation and issuance of a purchase order.

Figure 11 presents the process map for Title-funded goods and services, with the highlighted shapes (in green) representing inefficiencies. These are discussed immediately after the process flow.

**Figure 11. Title-Funded Goods and Services Process Map**
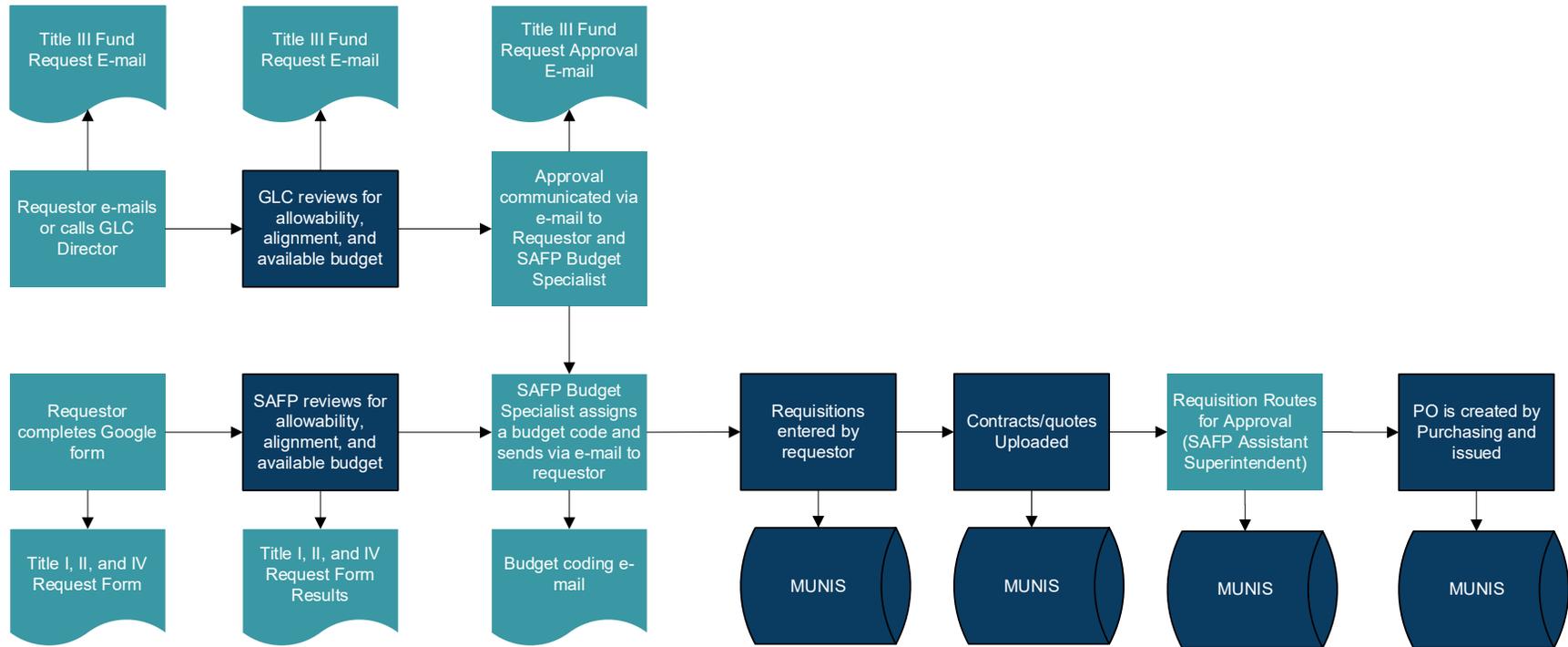
Source. Gibson Consulting Group

The process for expending Title funds on goods and services has multiple points of inefficiency. First, the process is inconsistent across the Title funds, as Title III only relies on e-mails or phone calls for the initial fund request. The largest inefficiency in the process is the reliance on Google Sheets because of the exclusion of SAFP and GLC from MUNIS workflows. This necessitates the requestor to enter a request two times—once into Google and once into MUNIS. This also results in manual reviews and an additional interaction between the Budget Specialist and requestor, since the current process has the Specialist providing a budget code to the requestor. The current process also exposes the district to risk that requestors will submit a requisition in MUNIS without going through the Google Form first. These would likely be caught during the Assistant Superintendent's review; however, this places an unnecessary burden on a manual review control.

Lastly, the requirement for the Assistant Superintendent to review all federal requisitions is inefficient and unnecessary. Value thresholds are commonly used to assign workflows for approval of federal requisitions.

### Recommendation 3: Re-engineer the Title fund expenditure requisition-to-approval processes.

The Title fund expenditure processes should be revised to improve efficiency and internal controls over processes.

### Title-Funded Positions – Base Pay

The base pay process should be modified to reduce the pressure put on the manual review of Title-funded payroll. Currently, the Director's comparison of a spreadsheet of Title-funded positions to the payroll export is the only way to catch an error. SAFP should be included in the existing workflow for position changes, if that position is Title-funded. This would have multiple benefits. First, the process for updating SAFP's record of Title-funded positions would become more automated, as SAFP's reliance on self-reporting of position changes would reduce. Additionally, the integration into an existing workflow would allow for quicker identification of errors. Ultimately, the pressure placed on the Director's review of payroll data would be reduced.

### Title-Funded Extra-Duty Pay

The extra-duty pay process has multiple instances of inefficiency due to the reliance on paper documents and extraneous reviews. Figure 12 presents a proposed process map, where modified steps are highlighted in gray. In this process, hard copy timesheets are not needed, as employees can use a QR code during training sessions or events to mark their attendance. Additionally, PAs should be reviewed by SAFP, but then digitized and input into a Docusign workflow. This would eliminate the need for collecting paper PAs and decrease the review and approval timeline for PAs. After the event occurs, attendance information and PAs would be reviewed. Payroll information would still be completed by the Administrative Assistant and reviewed by the Director. However, the Budget Specialist would not be required to review the packet, as it has already been reviewed by the Director. This modification would reduce the processing time for pay after an event.

**Figure 12. Proposed Extra-Duty Pay**
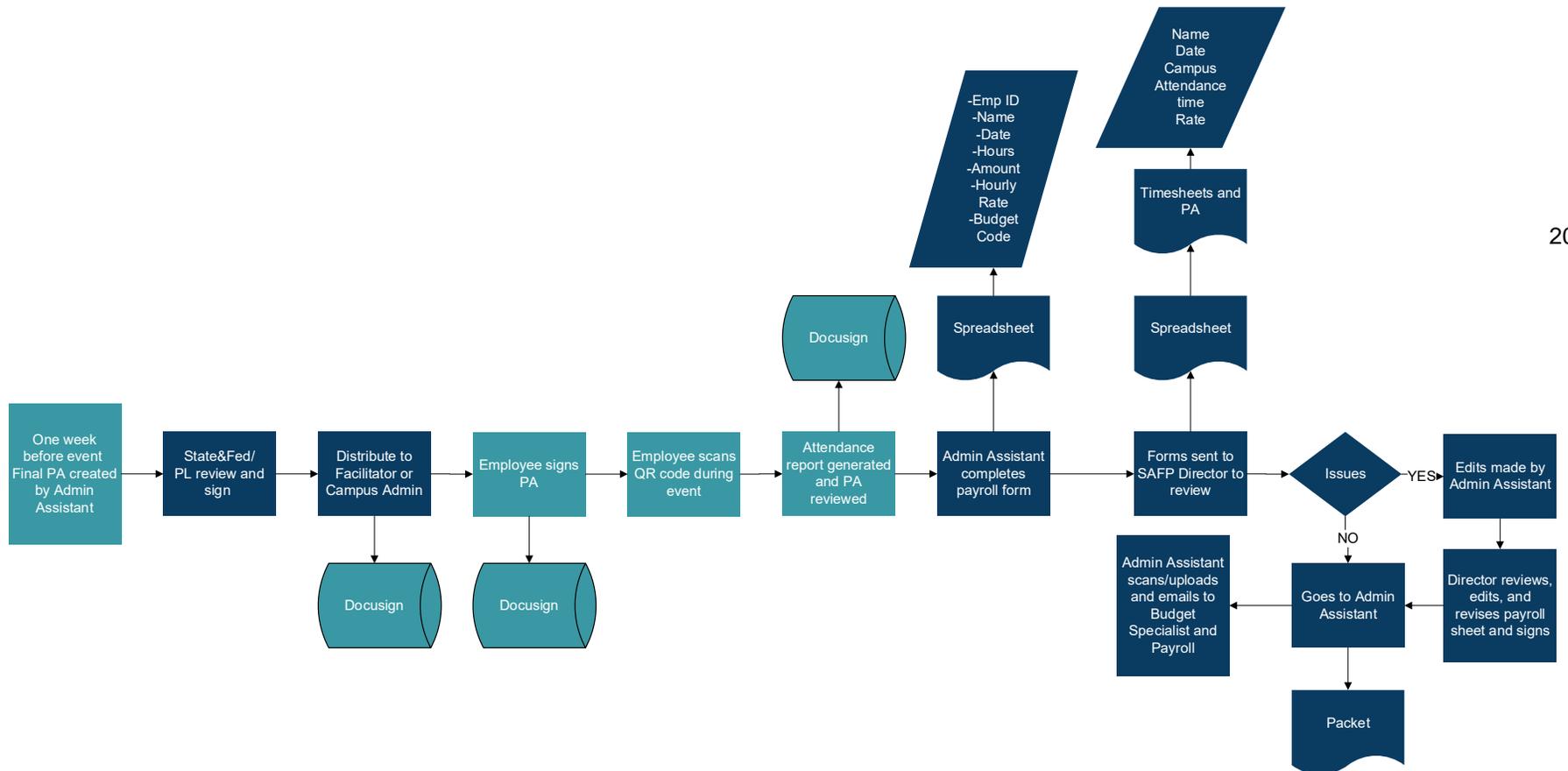
Source. Gibson Consulting Group, 2025

***Title-Funded Goods and Services***

The modifications recommended in the goods and services process are based on introducing SAFP and GLC personnel into MUNIS workflows and training campus personnel on correct budget coding for transactions. Figure 13 presents the proposed process map, where modified steps are highlighted. The need for a separate request process in Google is eliminated in gray. The process should begin with a requisition in MUNIS. The requestor should apply a budget code, upload supporting documents, and include notes tying the purpose to a campus or district goal. The budget code would be used to determine the MUNIS workflow. For any requisitions using Title funds, SAFP/GLC should review the requisitions for allowability, alignment with campus or district goals, and compliance with quote or bid requirements. The suggested modifications would significantly improve the processing time for transactions, reduce the workload of the Assistant Superintendent, and increase the strength of transaction-level review controls.

**Figure 13. Proposed Goods and Services Process**
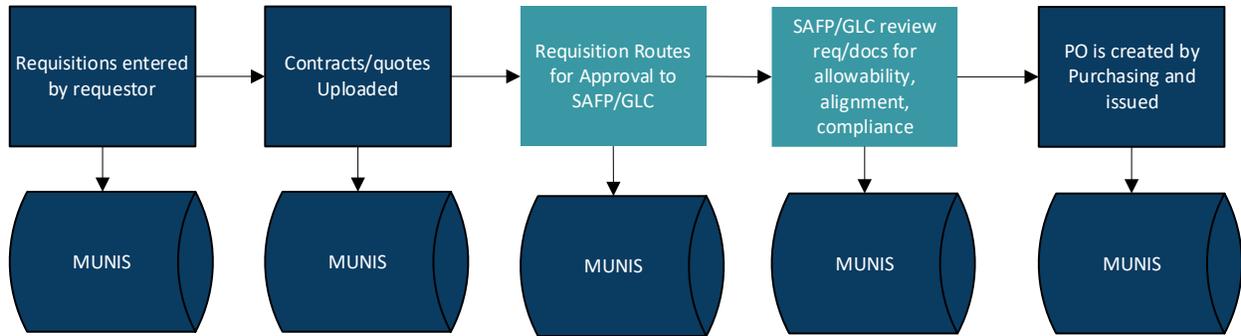


Source. Gibson Consulting Group, 2025

***Management response:*** *Management agrees with this recommendation. We are working toward access in MUNIS for the appropriate approval workflow, as well as transitioning to Docusign to collect e-signatures on Project Agreements.*

## Documentation of District Efforts

A critical component of all Title funds is the requirement to consistently document a district's efforts in complying with regulations. District efforts in monitoring compliance could be undermined if there is no audit trail supporting them.

***Finding 4: LISD's current documentation of parent, family, and engagement for EB/ESL students does not align with Title III, Part A ELA requirements.***

LISD has engaged in various initiatives aimed at fostering parent, family, and community engagement as part of its Title III, Part A ELA program. Currently, LISD has engagement nights, with multiple events intended to cover all types of engagement; however, each type of engagement has different purposes which lead to different outcomes and must be separated, according to TEA.

According to TEA, parent engagement includes the notification of services, supports, and resources. Family engagement refers to learning new skills that support the child or the family. Community engagement is information shared from a community partner to parents/family/EB students.

The audit team reached out to TEA for guidance on this issue. Below is their response:

> "LEAs have been provided guidance that if an LEA were to be selected for monitoring of Title III engagement activities offered, the state would not accept the same documentation/evidence, for example an agenda, sign-in sheet, or presentation, as evidence of meeting all three (3) Title III engagement requirements. TEA has given guidance that it could be possible that a district/charter could plan to meet more than one engagement requirement in one evening. In the example below, the LEA would have separate evidence, which makes it allowable and still meets the needs of the family. For example, Apple ISD has received feedback from parents of transportation barriers in order to participate in the numerous parent events that are offered outside of school hours. As a solution, Apple ISD has planned an evening event that is intended to meet multiple needs shared by their parents of EB students. The communication to the parents does not necessarily state that this is to meet any particular engagement requirement. (Note: Each segment has its own agenda and sign in sheet, which creates separate documentation if needed for monitoring purposes.)"

Table 7 depicts the documentation received for LISD's parent, family, and community engagement.

**Table 7. LISD Parent, Family, and Community Engagement Documentation Received**

| Year | Date | Event | Agenda | Sign-in Sheet |
|------|------|-------|--------|---------------|
| 2022-23 | February 11th, 2023 | Global Languages & Cultures Film Festival | Yes | Not received |
| 2023-24 | September 7th, 2023 | Collaboration Night | Yes | Yes |
| 2023-24 | December 6th, 2023 | Spanish Poetry Festival | Yes | Not received |
| 2023-24 | December 14th, 2023 | Family Night | Yes | Yes |
| 2023-24 | February 8th, 2024 | Collaboration Night | Yes | Not received |

Source. LISD parent, family, and community engagement records

LISD covers all topical areas for engagement nights. The events are thoughtfully planned with the students, families, and communities in mind. However, their current approach to documentation of parent, family, and community engagement nights is not in alignment with TEA. As seen above in Table 7, the documentation requirements outlined by TEA—namely, having separate agendas and sign-in sheets for each section— are not being met by LISD.

**Recommendation 4: Document parent, family, and community engagement efforts to align with Title III, Part A ELA requirements.**

To fully align with requirements, the district needs to have separate evidence for each type of engagement, as there are three different standards. This documentation is essential not only for compliance with federal and state regulations but also for evaluating the effectiveness of these engagement activities.

The district should create a process for identifying and documenting these activities, which could involve a chart or a checklist that outlines the necessary information for each type of engagement. This could include the date, type of activity, location, and attendance.

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By implementing such a process, the district can systematically gather data on its engagement efforts, which is vital for assessing what works and what does not. This data-driven approach enables the district to make informed decisions about future programming and to continuously improve its outreach strategies to better serve EB students and their families. Appendix C includes the process used by TEA for planning, implementing, and evaluating parent, family, and community engagement activities.

*Management Response: Management agrees with this recommendation. We are ensuring sign in sheets are collected as evidence of parent, family, and community engagement (PFCE) supported with Title III funds. We are collaborating with GLC to develop a planning process for PFCE using the templates provided by TEA.*

***Finding 5: Compliance documentation is inconsistent across campuses, resulting in additional review time and compliance risks.***

The audit team performed testing over documentation requirements for Title I. The team tested for the following attributes:

- The LEA program plan was done in consultation with parents and includes statutorily required descriptions.
  - LISD's DIP included the required elements, and evidence of parent surveys, community engagement, and board presentations were observed.
- Campuses follow the district's parent and family engagement policy, maintaining documentation to validate compliance.
  - All Title I campuses had evidence of parent and family engagement through surveys and engagement sessions.
- Campus plans are accessible and presented clearly.
  - All Title I campuses had their CIP included on the district website. Campuses also had evidence of the presentation of the CIP.

Though the compliance audit testing did not uncover any instances of non-compliance, the audit team noted many instances where the documentation to fulfill a compliance item varied significantly from campus to campus. When reviewing the Fall Site-Based Committee documentation, the audit team made the following observations:

**Table 8. Comparison of Fall Site-Based Committee Documentation**

| Topic | Campus 1 | Campus 2 | Campus 3 | Campus 4 | Campus 5 |
|-------|----------|----------|----------|----------|----------|
| Introductions & Roles | ☑ | ☑ | ☑ | ☑ | ☑ |
| Purpose of Committee | ☑ | ☑ | ☑ | ☑ | ☑ |
| District & Campus Goals | ☑ | ☑ | ☑ | ☑ | ☑ |
| CIP Process | ☑ | ☑ | ☑ | ☑ | ☑ |

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| Topic | Campus 1 | Campus 2 | Campus 3 | Campus 4 | Campus 5 |
|---|---|---|---|---|---|
| Title I Overview | ✅ | ✅ | ✅ | ❌ | ✅ |
| Family Engagement Policy / Compact | ✅ | ✅ | ✅ | ❌ | ✅ |
| Instructional Strategies | ✅ | ✅ | ✅ | ✅ | ✅ |
| Parent Feedback | ✅ | ✅ | ✅ | ✅ | ✅ |

Note. One campus could not convene a meeting and documented multiple attempts to do so. As such, they were excluded from this analysis.

Source. Gibson Consulting Group, 2025

The way topics were covered also differed greatly:

- Campus 1

  – Emphasized relational practices and instructional alignment through CFAs and CBAs.

  – Detailed goal-setting and collaborative planning across grade levels.

  – Included Parents as Teachers and Title I funding breakdown.

- Campus 2

  – Focused on strategic planning and progress within a five-year plan.

  – Included data presentations on literacy and math growth.

  – Noted a lack of returned feedback despite QR code distribution.

- Campus 3

  – Integrated the PTA meeting with the Site-Based Committee.

  – Covered Title I, compact, and parent involvement policy in depth.

  – Included community engagement metrics (e.g., Grandparent's Lunch attendance).

  – Captured qualitative feedback from families on instructional practices and cultural events.

- Campus 4

  – Used a breakout format for collaborative review of goals.

  – Focused on meeting effectiveness and alignment with PTA scheduling.

  – Did not explicitly mention Title I or compact discussions.

- Campus 5

  – Included a Title I orientation video and compact review.

  – Focused on Positive Behavioral Interventions and Supports (PBIS), Leader in Me, and building school culture.

  – Used a concise format with bullet-point summaries.

The audit team also reviewed the Family and Community Engagement documentation for the Title I parent meeting and noted the following observations:

- Campus 1

  – Sign-In: Scanned, handwritten sheets with names and roles. Format is informal and lacks the clean structure of the template.

  – Agenda: Includes key items (Title I overview, compact, and questions) And is aligned to the template.

  – Departure: The sign-in format is informal; the agenda is brief but meets core requirements.

- Campus 2

  – Sign-In: A digital form with timestamps and roles. Sufficient detail.

  – Agenda: It is bilingual and includes all required elements.

  – Departure: None. Aligns with the template.

- Campus 3

  – Sign-In: Documentation combines PTA and site-based sign-ins. While it includes names and roles, the dual-purpose format may confuse audit tracking.

  – Agenda: Integrated with PTA meeting and includes Title I discussion, compact review, and feedback solicitation.

  – Departure: Title I parent meetings should be separate meetings, not combined with another purpose.

- Campus 4

  – Sign-In: Documentation includes names and roles and is bilingual. It aligns with the template.

  – Agenda: Documentation includes all required elements (funding, compact, policy review, and parent feedback). They also specify deadlines for input.

  – Departure: None. Aligns with the template.

- Campus 5

  – Sign-In: Documentation is a photo of a handwritten sheet. It lacks the structured format of the template and does not include roles or timestamps.

  – Agenda: Documentation is a broader campus planning document. It includes Title I references but does not follow the template's structure or explicitly list required Title I agenda items.

  – Departure: Uses a general SBPC orientation instead of a dedicated Title I agenda.

- Campus 6

  – Sign-In: Documentation includes both in-person and virtual formats. They list names, roles, and timestamps.

  – Agenda: Documentation includes a detailed agenda slide with all required topics.

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    –    Departure: None. Aligns with the template.

The two documentation examples outlined above indicate that existing templates are not being fully used by campuses. Title I parent meetings must be held independently of other campus meetings. The existence of shared agendas for these parent meetings indicate opportunities for improvement in how compliance documentation is uploaded and reviewed.

### Recommendation 5: Require documentation templates for key compliance domains.

SAFP should require campus staff to use standard documentation templates for ensuring compliance. This will also help ensure consistency across campuses. Mandatory use of a template would reduce the risk of non-compliance of meeting documentation, as the individual reviewing documents could quickly identify issues in time for correction. Campus administrators and staff should be trained on the templates.

***Management Response:*** *Management agrees with this recommendation. We are now requiring templates in Title I Crate to be utilized. We will transition to utilize the survey links provided by TEA.*

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# Appendix A: Interview and Focus Group Lists

## Interviews

The audit team conducted interviews with the following Leander ISD staff:

- Dr. Bruce Gearing, Superintendent
- Dr. Sarah Grissom, Deputy Superintendent of Administrative Services & Strategic Planning
- Dr. Chris Clark, Deputy Superintendent of Learning and Innovation
- Dr. Pete Pape, Chief Financial Officer
- Paige Collier, Assistant Superintendent, Special Programs & Services, State and Federal Programs
- Shannon Jacque, Director, State and Federal Programs
- Karen Sanchez, Administrative Assistant, State and Federal Programs
- Diane Gibb, Federal Programs Budget Specialist
- Kristen Sterling, Coordinator, State and Federal Programs
- Dana Paulson, Senior Director of Financial Services
- Tina Dozier, Director of Global Languages and Cultures
- Darla Brown, ELL/Dual Language Coordinator

## Focus Groups

The audit team conducted the following group interviews; participants were randomly selected by the audit team:

- Elementary Principals
- Elementary Administrative Assistants (Financial Secretaries)
- Elementary Dual Language Instructional Coaches

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# Appendix B: Training

| Title I Campus Requirements | What | Where | When *Exact deadlines are located for each requirement in the Title I Crate. | Responsible Staff *Responsible staff on campus can be designated by principal. | Documentation Location | Notes/Reminders/Resources |
|---|---|---|---|---|---|---|
| Basic Title I Information | Annual review of Title I requirements and role of campus administrator and support staff. | 1:1 Meeting at Campus Office with Principal and District Title I Coordinator, prior to the beginning of school year. | 1:1 mtg set up with individual principals late July/early August. Elementary Intervention Specialists provided training during BOY PD. | District Title I Coordinator | District Title I Crate | |
| Title I Staffing Requirements | Title I Principal verification with Human Resources that all staff are qualified. | Principal must complete verification form located in Title I Crate. | Beginning of Year, August-September. | Campus Principal | https://title1crate.806technologies.com/ Section C.1 eSignature required | |
| Comprehensive Needs Assessment and Campus Improvement Plan | Every Title I Campus is required to annually conduct a Comprehensive Needs Assessment in order to guide the development of the Campus Improvement Plan. The CIP will include strategies to meet the needs, including Title I program specific strategies. | https://www.806technologies.com/plan4learning | Developed in Spring/Summer of previous school year, final draft due when requested by area superintendent in preparation to present to the School Board. | Campus Principal | https://www.806technologies.com/plan4learning Section A.2.1 and B.2 eSignature required | |
| Title I Schoolwide Campus Elements | Provide description of how each Element will be addressed at your campus this year. | Plan4Learning under ESSA tab, Schoolwide Elements | Beginning of Year, CIP due date | Campus Principal | https://www.806technologies.com/plan4learning Section B.2 | |
| Record of Title I Personnel | Documented list of Title I program staff funded with Title I funds. | Plan4Learning under ESSA tab | Beginning of Year | District Title I Coordinator | https://www.806technologies.com/plan4learning | |
| Parents Right to Know Letter | Letter sent to all Title I parents at the beginning of the school year regarding access to teacher qualifications. | Template in English and Spanish is located in the Title I Crate. | Beginning of Year | Campus Principal | https://title1crate.806technologies.com/ Section D.5 | |
| Title I Staff Training | Annual Title I Staff Training including emphasis on parent and family engagement and partnerships. | Powerpoint and sign-in sheet located in Title I Crate. | Fall | Campus Principal | https://title1crate.806technologies.com/ | Before parent meeting and staff training, remember to update Powerpoint with campus's October 2021 Eco Dis percentage. The powerpoint template is located in the Title I Crate. Eco Dis percentages can be accessed here: Campus Eco Dis Percentages |
| Update of Campus Parent and Family Engagement Policy | Policy which is updated annually with input from families addressing opportunities and resources to enagage parents and families in their child's education. | Provided and reviewed at beginning of the year. Should be part of BOY parent meeting agenda. Can be included in beginning of the year correspondence. Also posted on district website in English and Spanish. | Updated Annually, typically in the spring of the previous school year. Input gathered as part of the EOY Title I survey, during campus site based meetings, or other. Posted on main page of campus website at the beginning of each school year. | Campus Principal, Ensuring that Compact is included in BOY campus meetings and correspondence. Once updated, policy for the current school year is uploaded in the Title I Crate, District Title I Coordinator will work with District staff to ensure upload on to the district's Title I Parent and Family Engagement page. | https://title1crate.806technologies.com/ Section D.3 and D.3.1 *Note and Date distribution method on form provided in the Title I Crate | Document parent/guardian receipt of receiving PFE Policy. This can be sign-in sheet, zoom attendance, etc.  PFE Policy Toolkit  Translation and Distribution Statements |
| Update of Compact | Compact which is updated annually with input from families addressing opportunities and resources to engage parents and families in their child's education. IMPORTANT: Include Updated Campus/Grade Level Specific Goals/Initiatives. | Provided and reviewed at beginning of the year during grade level meetings or other campus informative meeting. Should be part of BOY parent meeting agenda. Can be included in beginning of the year correspondence from principal to parents. | Updated Annually, typically in the spring of the previous school year. Input gathered as part of the EOY Title I survey, during campus site based meetings, or other. Posted on main page of campus website at the beginning of each school year. | Campus Principal, Ensuring that policy is included in BOY campus meetings and correspondence. Once updated, Compact for the current school year is uploaded in the Title I Crate, District Title I Coordinator will work with District staff to ensure upload on to the district's Title I Parent and Family Engagement page. | https://title1crate.806technologies.com/ Section D.4 | Document parent/guardian receipt of receiving Compact. This can be sign-in sheet, zoom attendance, sent email, etc.  School-Home Compact Toolkit  Compact Checklists: Short Version Long Version |

Source. Title I Campus Resources and Guides.PDF, LISD, 2025

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# Appendix C: TEA Title III Planning Process

The following is an engagement tool as outlined by TEA. The engagement tool is seen as best practices for planning Title III, Part A engagement activities. This is meant to be used as a template and model for LISD for future activities.

**Table C.1. TEA Examples of Title III, Part A ELA Parent, Family, and Community Engagement**

| Type of Engagement | Virtual Engagement Examples | In-Person Examples | Documentation | TEA Resource |
|---|---|---|---|---|
| Parent Engagement | <ul><li>How to Use Google Classroom</li><li>How to use Zoom</li><li>Virtual Book Club</li><li>Parent Resource Showcase</li></ul> | <ul><li>Hosting cultural events, such as allowing parents to share their stories about their language journey</li><li>Parent trainings to increase English language skills</li></ul> | <ul><li>Notification of event (e.g., emails to parents, newsletters, or a flyer</li><li>Presentations or handouts</li><li>Meeting Agenda</li><li>Sign-in sheet</li><li>Survey for feedback</li></ul> | Parent Outreach |
| Family Engagement | <ul><li>Virtual Family Literacy Event</li><li>Virtual Family Cultural Affair</li><li>Virtual Family Field Trips</li></ul> | <ul><li>Monthly newsletter</li><li>Monthly literacy events, such as book club meetings</li></ul> | <ul><li>Notification of event (e.g., emails to parents, newsletters, or a flyer)</li><li>Presentations or handouts</li><li>Meeting Agenda</li><li>Sign-in sheet</li><li>Survey for feedback</li></ul> | Family Outreach |
| Community Engagement | <ul><li>Virtual Community Workforce Night</li><li>Virtual Community Service Project</li><li>Virtual Community Resource Fair</li></ul> | <ul><li>Adult ESL classes</li><li>Free advising services to help students apply to college, find financial aid, and answer questions about the college process</li><li>Community Service Fair</li></ul> | <ul><li>Notification of event (e.g., emails to parents, newsletters, or a flyer)</li><li>Presentations or handouts</li><li>Meeting Agenda</li><li>Sign-in sheet</li><li>Survey for feedback</li></ul> | Community Engagement |

Source. TEA, TXEL, Title III, Engagement Parent Activities

Figure C.1 depicts the Engagement Planning Tool for effective parent, family, and community engagement, as created by TEA for Title III, Part A ELA. This is a circular process that involves the following phases:

- Phase 1: Needs Assessment;

- Phase 2: Planning & Preparation;

- Phase 3: Implementation & Evaluation; and

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- Phase 4: Communication of Outcomes.

### Figure C.2. Title III, Part A Engagement Planning Tool for Effective Parent, Family, and Community Engagement
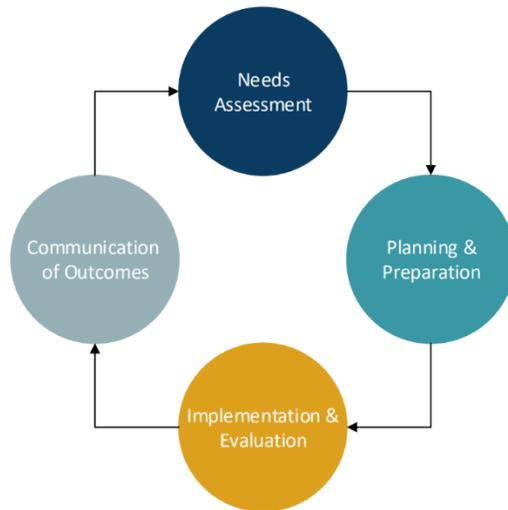


Source. Title III, Part A TEA, TXEL, https://www.txel.org/titleiii

### Phase 1: Needs Assessment[2]

LISD reviews its current demographics related to the English learner and immigrant populations to ensure the parent, family, and community engagement events scheduled target specific needs. The district reflects on their current practices in partnership with parents, families, and community partners in ways to support the cultures and traditions of its population. Strengths and needs based on the data are identified, initiating the second phase of the planning process. TEA created a Beginning of the Year Survey[3] to use at the beginning of the school year to gather more data from parents and families regarding Title III, Part A engagement to be used along with each phase of engagement planning.

*Phase 1 Needs Assessment Guiding Questions:*

- What is the total English learner population?

- What languages are identified within the district/campus and the community?

- What language instruction education program model(s) is/are offered to English learners?

- What does the English language proficiency data suggest about the effectiveness of your language instruction education program?

- What does the academic performance data suggest about the effectiveness of your language instruction program?

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[2] This Needs Assessment, as outlined in the Phase 1 engagement planning tool, is a different needs assessment compared to the compliance Needs Assessment.

[3] https://www.txel.org/media/xhnbynds/boy-survey.pdf.

- What strategies do staff currently use to help parents become more active participants in the education of their children?

- How does the district/campus promote culturally and linguistically sustaining practices?

- Engaging Parents:

  – How do school leaders build capacity for teachers to create partnerships with parents?

  – How does the district/campus engage parents of English learners outside of engagement events?

- Engaging Families:

  – How might the cultures and traditions of English learners and their families be built upon to increase effectiveness of communication and partnership between families and schools?

  – How does the district/campus engage families of English learners outside of engagement events?

- Engaging communities:

  – How do community partners currently support home-school interactions with parents of English learners and their children?

  – How do school leaders build the capacity of teachers to create partnerships with community-based organizations?

  – What community partnerships currently exist to support English learners and their families?

The purpose of each engagement type should fall under one of the following:

1. Increase English language skills

2. Improve academic achievement

3. Help parents become more active participants in the education of their children

Table C.2 is an example of the necessary parts of the needs assessment for engagement planning, along with the guiding questions above.

**Table C.2. Engagement Planning Tool Phase 1, Needs Assessment**

| Engagement Type | Activities Planned | Outcome | Evidence | Purpose |
|---|---|---|---|---|
| Parent | | | | |
| Family | | | | |
| Community | | | | |

Source. TEA TXEL Engagement Planning Tool Phase 1

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## Phase 2: Planning and Preparation

The district designs a plan for each activity that addresses identified needs and targets the development of specific skills related to those needs. The intent of each activity is clearly aligned with the goals and expected outcomes for English learners, immigrant students, and their families. LISD must determine if the use of Title III, Part A funds will be appropriate for the planned activity.

### *Phase 2 Planning and Preparation Guiding Questions:*

- Which delivery method will have the greatest impact on the Title III purpose and support the needs of English learners?
  - In person
  - Virtual
  - Blended

- What is the established goal(s) for this activity? Ensure that the goal(s) set is measurable.
  - Example: Increase the number of English learners who complete and submit their reading lo sheets by 25%.

- How will parents and families of English learners and/or community partners collaborate in the planning process of this activity?

- What information will be used to determine the best time/location to offer this activity?
  - E.g., district calendars, holidays, availability of location, accessibility of the venue to the targeted populations

- What is the timeline/frequency for this activity?
  - E.g., once a month, quarterly, every Tuesday at 6:00 PM

- How will the notification of this activity be communicated to parents and families of English learners to maximize participation?
  - E.g., face-to-face, letter, district website, text alerts

- Where will this notification be documented and stored as proof of the engagement?

- What resources are needed to support the success of this activity?
  - E.g., interpreters, handouts in native language, district staff or volunteers, technology equipment, possible childcare

- How will the effectiveness of this activity be measured and monitored to determine if the goal(s) were met?
  - List expected outcome measures to be used
  - Example:
    - Goal: Increase the number of English learner family members participating in adult ESL classes by 15%.

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- · Measured and Monitored: Collect data on number of English learner family members who participated in the district adult ESL program last year and this year, and calculate the increase.
  - How will we get feedback from the participants of the activity?
    - E.g., paper surveys, e-survey
  - Where will this feedback be documented and stored?

## Phase 3: Implementation and Evaluation

LISD evaluates each activity, reviews feedback from all stakeholders (e.g., participants, presenters, activity organizers, etc.) involved, gathers data related to the outcome measures identified in Phase 2: Planning & Preparation, and assesses the level of success in meeting expected outcomes. LISD will then list the strengths and needs for improvement for future engagement events.

### *Phase 3 Implementation and Evaluation Guiding Questions:*

- List the evaluator(s) who will determine if this activity met the stated goals.
- How was feedback gathered in a timely manner by all stakeholders?
- Where will this feedback be documented and stored as proof of the engagement?
- What areas of strength can be identified, based on analysis of the outcome measures, monitoring the activity, and from the evaluations received?
- What modifications may be needed during Phase 2 of the process for planning future parent, family, or community engagement events?

## Phase 4: Communication of Outcomes

LISD will record and share the outcomes, including the data of the activity. Completing the Phase 4 section will assist the district in creating appropriate documentation and establishing a process for record keeping of evidence in meeting Title III, Part A federal requirements related to parent, family, and community engagement.

Table C.3 shows an example of a form to fill out following each engagement activity.

**Table C.3. Communications of Outcomes Table**

| Phase 4 Guiding Questions | | | | |
|---|---|---|---|---|
| **Name of Activity:** | | | **Date:** | |
| **Location:** | | | **Time:** | |
| **Engagement Type:** | **Supplemental Activity:** | | **Title III Purpose:** | |
| ▪ Parent,<br>▪ Family, OR<br>▪ Community | ▪ Parent Outreach and Trainings,<br>▪ Family Outreach and Training/Family Literacy Services, OR | | ▪ Improve English Language Skills,<br>▪ Improve academic achievement, OR | |

| Phase 4 Guiding Questions | | | |
|---|---|---|---|
| | ▪ Community Participation Programs | | ▪ Help parents to become more active participants in the education of their children |
| **Indicate the number of participants for the different audiences.** | **English Learners:** | **Family Members:** | **Community Members:** | **LEA/Campus Staff:** |
| | | | | |

Source. TEA TXEL, Engagement Planning Tool, Phase 4

### *Phase 4 Communication of Outcomes Guiding Questions:*

- What were the results of the measured outcome(s)?

- What documentation of evidence is readily available and documented?

  – E.g., presentation slides, notes, agenda, sign-in sheet, handouts, newsletter, emails

- Where can these documents be accessed if needed by other personnel?

  – E.g., filing cabinet, shared drive, Google Docs

At the end of the year, LISD should utilize TEA's End of Year Survey[4] to evaluate the effectiveness of its engagements. This survey can be compared to the answers from the Beginning of the Year Survey, as linked above. These results should be analyzed for future engagement activities and repeated each year.

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[4] https://www.txel.org/media/4ndn0y1p/eoy-survey.pdf.

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# Leander ISD Board Meeting Agenda Item Information
## Meeting Date: Thursday, February 5, 2026

| | |
|---|---|
| **Agenda Item:** | Discussion of Title Funds Audit Report |
| **Purpose:** | ☒ Discussion Item/Report Only ☐ Action Requested |
| **Administrator Responsible:** | Chris Clark, Ed.D., Acting Superintendent; Paige Collier, M.Ed., Assistant Superintendent of Special Programs and Services, State and Federal Programs; Greg Gibson, Consulting Director, Gibson Consulting Group, Inc.; Shannon Johns, Consulting Analyst, Gibson Consulting Group, Inc.; Gretchen Sibich, Consulting Analyst, Gibson Consulting Group, Inc. |
| **Attachments:** | Title Funds Audit Final Report |
| | Title Funds Audit Board Presentation *(Revised presentation uploaded 02-04-26)* |

**Background Information:**
During the June 27, 2024, Regular Board Meeting, Gibson Consulting Group recommended internal audit activities based on findings from the internal audit risk assessment conducted in the spring of 2024. During Fiscal Year 2025, the Board's Internal Audit committee recommended Gibson Consulting Group perform audit and program management services for the Title Fund area.

Tonight, members of the Gibson Consulting Group will present their findings and recommendations from the Title Fund Audit they performed during the 2024-25 academic year.

**Administrative Recommendation:**
N/A

**Sample Motion:**
N/A

# Title Funds Audit
*Board Presentation*

February 5, 2026

# Thank You

To

Paige Collier and

Shannon Jacque

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# Objective and Scope

- Objective: To evaluate the compliance, efficiency, and effectiveness of the LISD's State and Federal Programs (SAFP) Department and identify opportunities for improvement.

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- Scope:

  ▶ Title I Part A, Title II Part A, Title III Part A, and Title IV Part A

  ▶ Organization and Management

  ▶ Compliance with Laws and Regulations

  ▶ Information Technology and Related Processes

# Executive Summary

- The organizational structure and overall approach to managing Title funds is limiting effective oversight, resulting in inconsistent processes and compliance risks.

- Procedural documentation is missing in key areas of Title fund compliance. This has led to a reliance on individual knowledge, as opposed to a repeatable, consistent process.

- Many processes are not maximizing the ability of existing information systems. This has led to manual processes, which are slow and prone to error. This was proven out in test results and through process analysis.

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# Summary of Audit Recommendations

| No. | Priority | Recommendation |
|-----|----------|----------------|
| 1 | High | Reorganize the Title fund compliance functions. |
| 2 | Medium | Create procedural documentation for comprehensive needs assessment (CNA), budgeting, and Title III expenditure request processes. |
| 3 | High | Re-engineer the Title fund expenditure requisition-to-approval processes. |
| 4 | High | Document parent, family, and community engagement efforts to align with Title III Part A English language acquisition (ELA) requirements. |
| 5 | Low | Require documentation templates for key compliance domains. |

# Organization and Management

*Finding 1: The organizational alignment of Title program administration does not represent a logical alignment of functions and, accordingly, inhibits effective oversight.*

- The responsibilities for overseeing Title programs are separated across two departments: SAFP oversees Titles I, II, and IV, while the Global Languages and Cultures (GLC) Department oversees Title III. This separation has resulted in the following inefficiencies:

  - ▶ ESSA Application Process

  - ▶ Varying Business Processes

  - ▶ Differences in Compliance Monitoring

  - ▶ Segregation of Duties Concerns

# Organizational Management

**Recommendation 1: Reorganize the Title fund compliance functions.**

- Move Title III, Part A oversight to SAFP

- Move SAFP under the Chief Financial Officer to align expenditure approval and review processes with other district purchases

*Management Response: Management partially agrees with this recommendation. We agree that Title III funds should flow through SAFP, rather than the GLC department. We do not agree that SAFP should be moved to the Chief Financial Officer at this time. Additional study is needed to consider the broader implications of this recommendation.*

# Title Fund Processes

*Finding 2: The district is exposed to risks by relying on informal processes in key Title fund areas.*

- Lack of documentation on the Title funds CNA process, budgeting process, and Title III, Part A expenditure process

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- CNA's varied across campuses in the following ways:

  ▶ Quality and length of summaries

  ▶ Strengths and opportunity statements

  ▶ Level of detail in priority opportunity statements

  ▶ Data documentation

  ▶ Overall summary

- Budgeting Process

  ▶ Reliant on conversations between coordinators rather than formal planning sessions

- Title III Expenditure Process Guidance

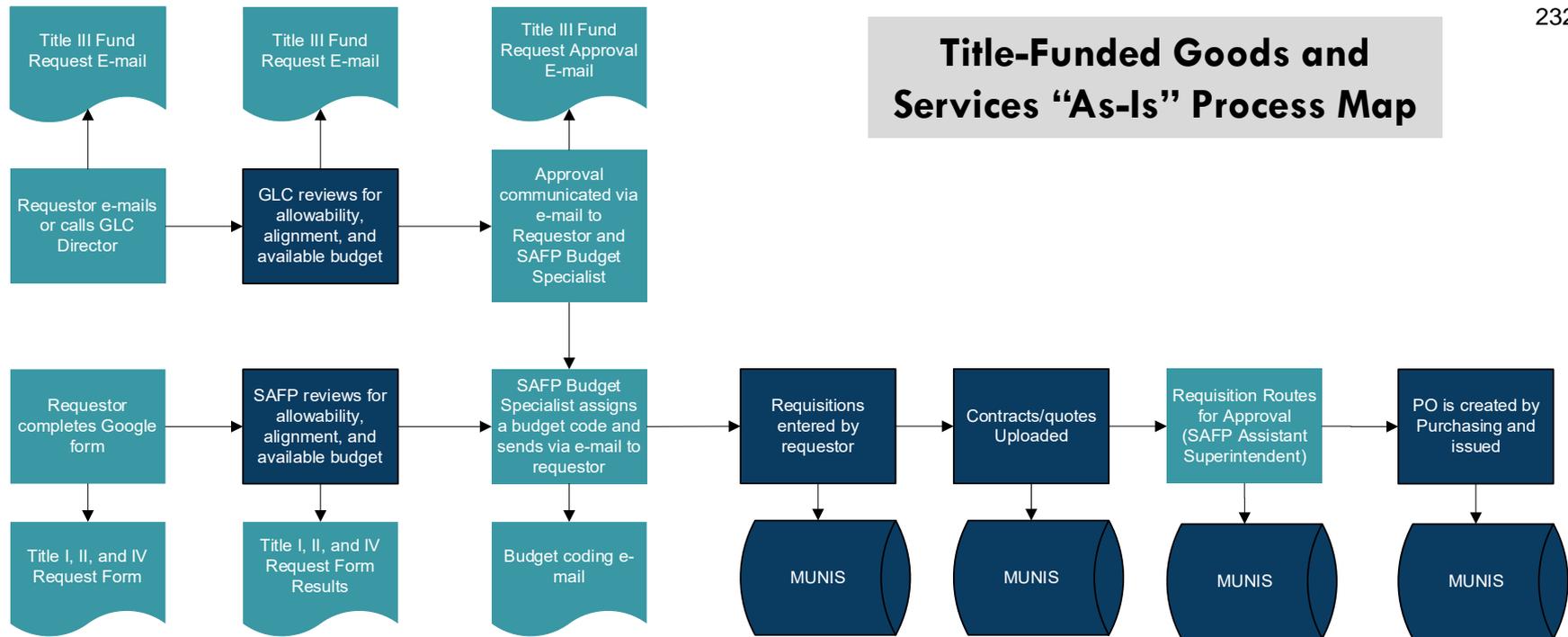  ▶ Documentation was not provided

# Title Fund Processes

**Recommendation 2: Create procedural documentation for CNA, budgeting, and Title III expenditure processes.**

- Identify key processes and follow the necessary steps for completion, dissemination, and update of procedural documentation, which will mitigate risk

- Identify and utilize supporting components

*Management Response: Management agrees with this recommendation. We are working with campuses to align all documentation processes. We are developing a procedural manual to provide clear guidance.*

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# Controls over Title Funds

*Finding 3: The district's controls over Title fund expenditures are inefficient and prone to error.*

**Title-Funded Goods and Services "As-Is" Process Map**

Title III Fund Request E-mail

Title III Fund Request E-mail

Title III Fund Request Approval E-mail

Requestor e-mails or calls GLC Director

GLC reviews for allowability, alignment, and available budget

Approval communicated via e-mail to Requestor and SAFP Budget Specialist

Requestor completes Google form

SAFP reviews for allowability, alignment, and available budget

SAFP Budget Specialist assigns a budget code and sends via e-mail to requestor

Requisitions entered by requestor

Contracts/quotes Uploaded

Requisition Routes for Approval (SAFP Assistant Superintendent)

PO is created by Purchasing and issued

Title I, II, and IV Request Form

Title I, II, and IV Request Form Results

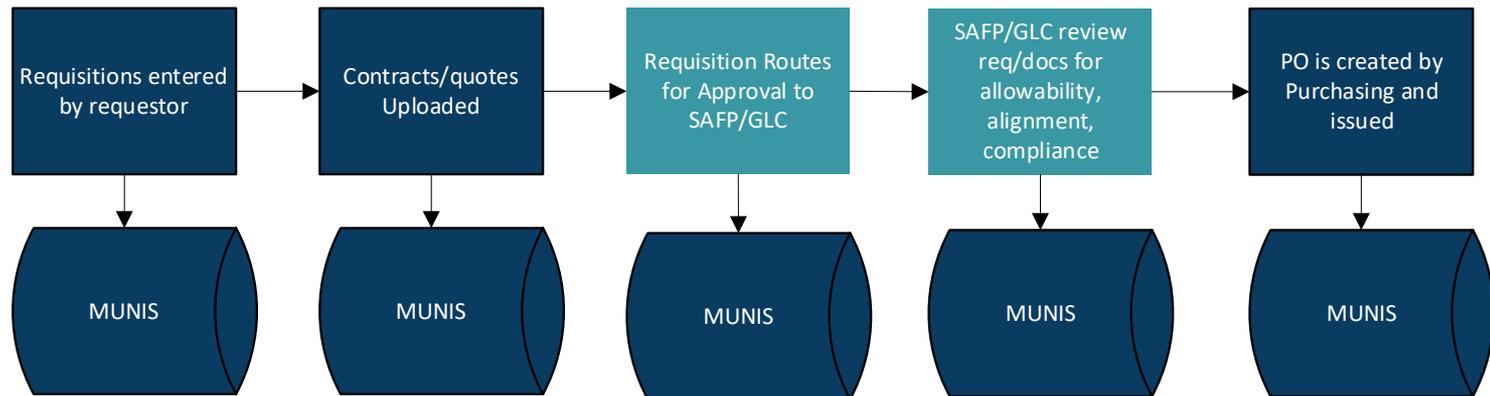Budget coding e-mail

MUNIS

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# Controls over Title Funds

**Recommendation 3: Re-engineer the Title fund expenditure requisition-to-approval processes.**

*Management response:* *Management agrees with this recommendation. We are working toward access in MUNIS for the appropriate approval workflow, as well as transitioning to Docusign to collect e-signatures on Project Agreements.*

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# Controls over Title Funds

**Title-Funded Goods and Services**
**"Proposed" Process Map**



| Requisitions entered by requestor | → | Contracts/quotes Uploaded | → | Requisition Routes for Approval to SAFP/GLC | → | SAFP/GLC review req/docs for allowability, alignment, compliance | → | PO is created by Purchasing and issued |

MUNIS · MUNIS · MUNIS · MUNIS · MUNIS

# Title III, Part A Engagement Requirements

*Finding 4: LISD's current documentation of parent, family, and engagement for emergent bilingual (EB)/English as a Second Language (ESL) students does not align with Title III, Part A ELA requirements.*

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- LISD covers all topical areas for engagement nights. The events are thoughtfully planned with the students, families, and communities in mind. However, their current approach to documentation of parent, family, and community engagement nights is not in alignment with the Texas Education Agency (TEA).

- Each segment needs its own agenda and sign in sheet, which creates separate documentation if needed for monitoring purposes.

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# Title III, Part A Engagement Requirements

**Recommendation 4: Document parent, family, and community engagement efforts to align with Title III, Part A ELA requirements.**

- To fully align with requirements, the district needs to have separate evidence for each type of engagement, as there are three different standards.

*Management Response: Management agrees with this recommendation. We are ensuring sign in sheets are collected as evidence of parent, family, and community engagement (PFCE) supported with Title III funds. We are collaborating with GLC to develop a planning process for PFCE using the templates provided by TEA.*

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# Compliance Documentation

*Finding 5: Compliance documentation is inconsistent across campuses, resulting in additional review time and compliance risks.*

- The compliance audit testing did not uncover any instances of non-compliance; the audit team noted many instances where the documentation to fulfill a compliance item varied significantly from campus to campus.

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# Compliance Documentation

**Recommendation 5: Require documentation templates for key compliance domains.**

- SAFP should require campus staff to use standard documentation templates for ensuring compliance.

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*Management Response: Management agrees with this recommendation. We are now requiring templates in Title I Crate to be utilized. We will transition to utilize the survey links provided by TEA.*

# Questions?

# Leander ISD Board Meeting Agenda Item Information
## Meeting Date: Thursday, February 5, 2026

| | |
|---|---|
| **Agenda Item:** | Overview of Long-Range Planning Strategic Initiatives Monitoring |
| **Purpose:** | ☒ Discussion Item/Report Only ☐ Action Requested |
| **Administrator Responsible:** | Jeremy Trimble, M.Arch, Chief Operations Officer |
| **Attachments:** | Overview of Long-Range Planning Strategic Initiatives Monitoring Presentation *(Uploaded in BoardBook 02-04-26)* |

**Background Information:**

During tonight's meeting, administration will provide a high-level overview of the Long-Range Planning Strategic Initiatives Monitoring Report that will be provided to the Board during a future meeting. The report is intended to serve as a centralized monitoring tool that provides visibility into major long-range planning efforts underway across the district and to support Board oversight by offering a clear view of progress, sequencing, and alignment with Board direction. It is not intended to advance recommendations or actions, but rather to track planning activities, phases of work, and key coordination points across multiple initiatives.

This monitoring framework is designed to promote transparency, consistency, and clarity as planning efforts evolve, while ensuring that future decisions are brought forward to the Board at the appropriate time and through the appropriate governance process.

**Administrative Recommendation:**

N/A

**Sample Motion:**

N/A

February 5, 2026

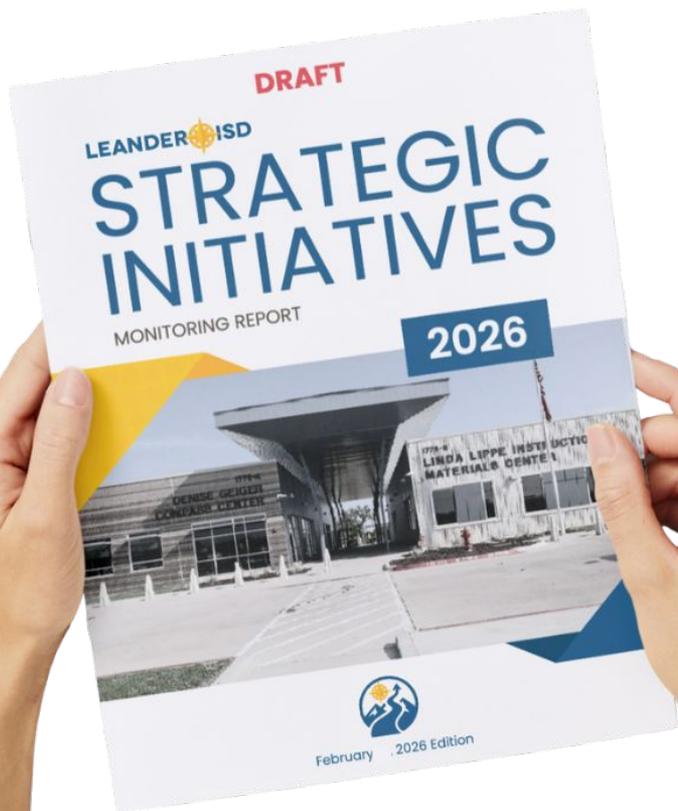# Overview of Long-Range Planning Strategic Initiatives Monitoring

# PURPOSE

Provide an Overview of Long-Range Planning Strategic Initiatives Monitoring

Overview of Long-Range Planning Strategic Initiatives Monitoring

# Strategic Initiatives Monitoring Report



*"A consolidated **monitoring tool** that provides the Board with visibility into the **progress** and **alignment** of **key** long-range planning **initiatives** over time"*

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# Initiative Process Map

## *Purpose of a Process Map*

- Provides a **clear, visual sequence** of decisions and actions
- Ensures the district applies **consistent, transparent criteria** across all campuses
- Connects **milestones** to operational steps
- Clarifies **when** and **how** tasks begin
- Helps stakeholders understand the difference between **exploration and action**, reinforcing the Board resolution

## *What the Map Shows*

- Each step includes clear **decision points** and **requirements**
- The process is **phased, data-driven,** and **informed**
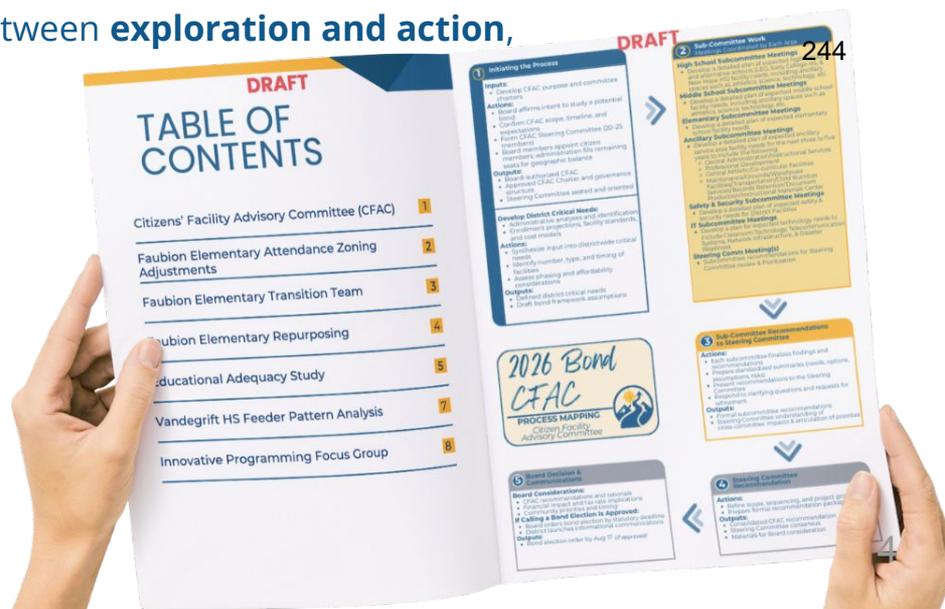
# Initiative Progress Timeline

## *Purpose of the Timeline*

- Provide a clear, visual snapshot of where each Long-Range Planning Strategic Initiative is positioned over time
- Support consistent monitoring without implying outcomes
- Help the Board understand sequencing and pacing, rather than day-to-day execution
- Create a shared reference point for future updates and adjustments

## *What the Timeline Shows*

- Current phase of each initiative (e.g., exploration, analysis, development, implementation)
- Relative progress across initiatives, not a measure of success or specific completion
- Anticipated next steps based on current information and assumptions
- Flexibility points where timelines may shift due to operational considerations

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# Strategic Initiatives Monitoring Report

## What IS Included...

- Citizens' Facility Advisory Committee **(CFAC)**

- Faubion Elementary **Attendance Zoning** Adjustments

- Faubion Elementary **Repurposing**

- Faubion Elementary **Transition Team**

- **Educational Adequacy** Study

- Vandegrift HS **Feeder Pattern** Analysis

- **Innovative Programming** Focus Group

- School Community Relations **Enrollment Marketing**

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# Strategic Initiatives Monitoring Report

## What IS NOT Included...

**All district projects or ongoing work**
- This report does not capture every initiative, program, or operational effort currently underway across the district.

**Routine operational or departmental projects**
- Projects that do not have significant long-range planning implications or require integrated process mapping are excluded.

**Initiatives without cross-functional or strategic impact**
- Efforts that are localized, short-term, or managed fully within a single department are not reflected.

**Detailed implementation plans or timelines**
- This monitoring view is focused on strategic progress, not task-level execution or project management details.

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# Next Steps

## Implementation & Reporting Approach

**Initial Report Distribution**
- Administration will provide an initial printed Strategic Initiatives Monitoring Report to Trustees at the February 19 meeting to establish a common baseline for review.

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**Ongoing Monthly Updates**
- Updated versions of the report will be provided **monthly,** reflecting updates in status and sequencing as initiatives evolve.

**Agenda Management Support**
- This monitoring approach is intended to reduce the need for frequent individual agenda items by consolidating high-level updates into a single, consistent reporting structure.

**Improved Strategic Visibility**
- The report will support early identification of emerging issues decision points, allowing for proactive discussion rather than reactive updates.

# DISCUSSION

# Leander ISD Board Meeting Agenda Item Information
## Meeting Date: Thursday, February 5, 2026

| | |
|---|---|
| **Agenda Item:** | Discussion & Consider Approval of Elementary School Attendance Zoning for Kindergarten–5th Grade Students Currently Zoned to Faubion Elementary for the 2026–2027 School Year |
| **Purpose:** | ☐ Discussion Item/Report Only     ☒ Action Requested |
| **Administrator Responsible:** | Jeremy Trimble, M.Arch, Chief Operations Officer |
| **Attachments:** | Elementary School Attendance Zoning for Kindergarten–5th Grade Students Currently Zoned to Faubion Elementary for the 2026–2027 School Year Presentation *(Uploaded in BoardBook 02-04-26)* |

## Background Information:

Faubion Elementary School has long been a strong and connected school community, and the District recognizes that conversations around attendance zoning are deeply personal. The District explored two possible attendance boundary rezoning scenarios involving Faubion Elementary School for the 2026-27 school year. To ensure community input is factored into district rezoning decisions, draft Zoning Scenarios were shared with the community on January 16, 2026, for review and comment. The comment period closed on January 27, 2026. During that time, we received 257 citizens' comments.

### Elementary (Grades K-5) Rezoning Scenarios:

The options applied to kindergarten through 5th grade students currently zoned to Faubion Elementary.

### Scenario A: School Community Stays Together

- All Faubion Elementary students would be rezoned to Westside Elementary.
- This option kept the entire Faubion Elementary School community together.

### Scenario B: Alignment with Middle School Boundaries

- Students currently zoned to Cedar Park Middle School would attend Westside Elementary.
- Students currently zoned to Henry Middle School would attend Reed Elementary.
- This option prioritized feeder patterns and alignment between elementary and middle school attendance boundaries.

*Note: Information regarding PreK adjustments for families previously assigned to Faubion Elementary will be shared in the near future. After the Board approves this new Elementary Zoning Scenario, administration will finalize the transfer exceptions.*

## Administrative Recommendation:

Administration recommends the Board adopt the implementation of Elementary School Attendance Zoning for kindergarten–5th grade students currently zoned to Faubion Elementary for the 2026–2027 school year, as presented.

## Sample Motion:

I move that the Board adopt the implementation of Elementary School Attendance Zoning for kindergarten–5th grade students currently zoned to Faubion Elementary for the 2026–2027 school year, as presented.

LEANDER ISD
LEADING TO A BRIGHT FUTURE

February 5, 2026

# Discussion & Consider Approval of 2026–27 Elementary Attendance Rezoning for Kindergarten–5th Students Currently Zoned to Faubion Elementary

# PURPOSE

Provide an Overview of 2026–27 Elementary Attendance Rezoning for Students Currently Zoned to Faubion Elementary

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Discussion & Consider Approval of 2026–27 Elementary Attendance Rezoning for Kindergarten–5th Students Currently Zoned to Faubion Elementary

# Decisions and Implementation

## What is needed...

**Discussion and Feedback**
- Trustee input to clarify considerations, priorities, and any requested refinements

**Consideration for Adoption**
- Based on the discussion, Trustees may consider adopting Elementary School Attendance Zoning for kindergarten–5th grade students currently zoned to Faubion Elementary for the 2026–2027 school year to move forward for implementation at this meeting

**Implementation Planning (Once Adopted)**
- If scenario is adopted, administration will proceed with communication planning, operational alignment, and implementation timelines
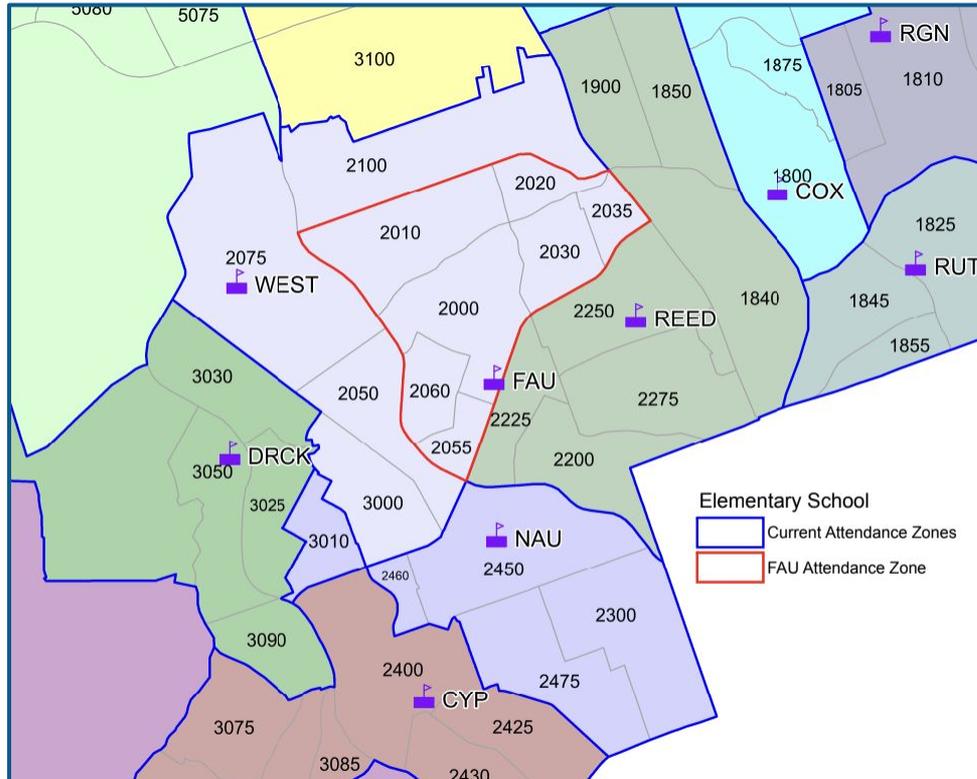
254

# Scenario A

## Boundary Adjustments

255

# Scenario A



## *School Community Stays Together*

- All Faubion Elementary students would be rezoned to Westside Elementary

- This option keeps the entire Faubion school community together

- Middle School Feeder Pattern would remain split at elementary level

  - Currently 115 Faubion students are zoned to attend Henry Middle School

256

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# Scenario A

## Based on Projected Enrollment (PASA)*

| Campus | Cap. | 26-27 * | % Cap | 27-28 * | % Cap | 28-29 * | % Cap | 29-30 * | % Cap | 30-31 * | % Cap |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Faubion ES | ↓ | 233^ | 26% | 427 | 51% | 418 | 50% | 415 | 49% | 420 | 50% |
| Westside ES | | 425 | 50% | 412 | 49% | 396 | 47% | 384 | 46% | 403 | 48% |
| Combined ES | 842 | 711 | 84% | 647 | 77% | 609 | 72% | 568 | 67% | 539 | 64% |

☐ **Implementation School Year**

*Based on Population & Survey Analysts (PASA) 2025 Demographic Report Resident "Projected" Enrollment Projections, does not include K-5 Transfers
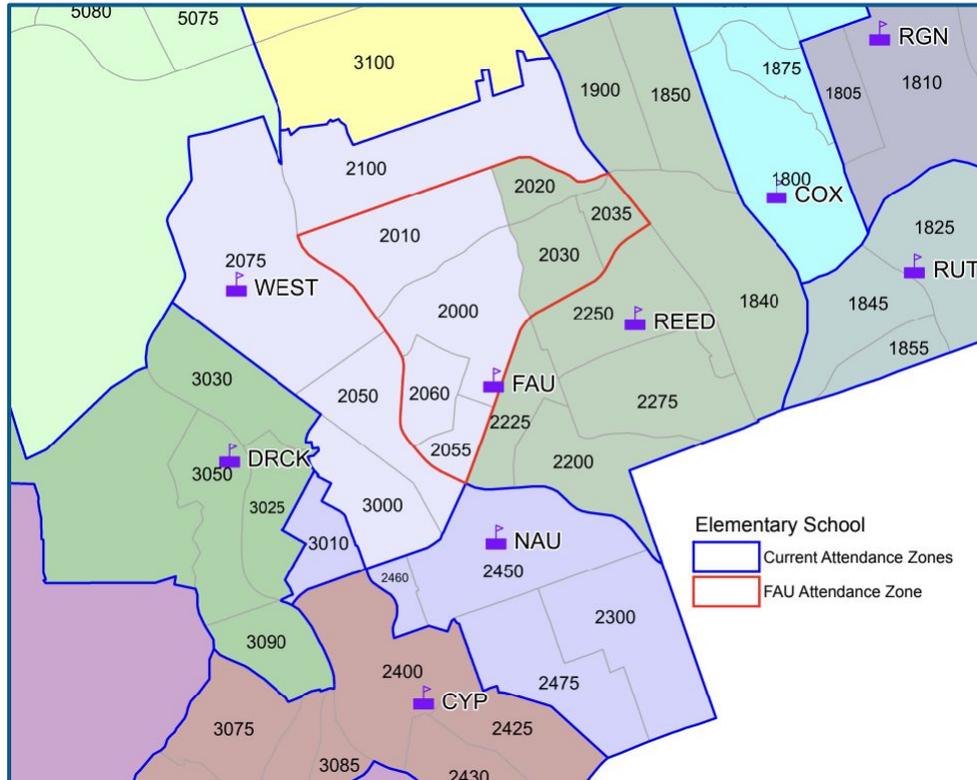
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# Scenario B

## Boundary Adjustments

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## Scenario B



### *Alignment with Middle School Boundaries*

- Students currently zoned to Cedar Park Middle School would attend Westside Elementary.

- Students currently zoned to Henry Middle School would attend Reed Elementary

- This option prioritizes feeder patterns and alignment between elementary and middle school attendance boundaries.

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# Scenario B

## Based on Projected Enrollment (PASA)*

| Campus | Cap. | 26-27 * | % Cap | 27-28 * | % Cap | 28-29 * | % Cap | 29-30 * | % Cap | 30-31 * | % Cap |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Faubion ES | | 233 | 26% | 427 | 51% | 418 | 50% | 415 | 49% | 420 | 50% |
| Westside ES | | 425 | 50% | 412 | 49% | 396 | 47% | 384 | 46% | 403 | 48% |
| Combined ES | 842 | 613 | 73% | 556 | 67% | 522 | 62% | 490 | 58% | 472 | 56% |

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☐ **Implementation School Year**

*Based on Population & Survey Analysts (PASA) 2025 Demographic Report Resident "Projected" Enrollment Projections, does not include K-5 Transfers

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## Scenario B

### Based on Projected Enrollment (PASA)*

| Campus | Cap. | 26-27 * | % Cap | 27-28 * | % Cap | 28-29 * | % Cap | 29-30 * | % Cap | 30-31 * | % Cap |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Faubion ES | | 233^ | 26% | 427 | 51% | 418 | 50% | 415 | 49% | 420 | 50% |
| Reed ES (+NBCD: 2020, 2030, 2035) | | 425 | 50% | 412 | 49% | 396 | 47% | 384 | 46% | 403 | 48% |
| Combined ES | 842 | 536^ | 64% | 500^ | 59% | 473^ | 56% | 466^ | 55% | 447^ | 53% |

☐ **Implementation School Year**
**^ Pre-K Bilingual relocated to Reed, along with Reed zoned monolingual Pre-K students**

*Based on Population & Survey Analysts (PASA) 2025 Demographic Report Resident "Projected" Enrollment Projections, does not include K-5 Transfers

NBCD = Neighborhood Code

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# Community Survey

**Results**

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# Survey Results

## Student Transition and Enrollment Balance

**Side A**

### Keeping Students Together

Many respondents emphasize the importance of keeping students together as they transition from elementary to middle school. They argue that maintaining established friendships and peer relationships is crucial for emotional well-being and academic success. The transition to middle school is already challenging, and separating students from their friends could exacerbate anxiety and stress. Keeping students together helps provide continuity and stability, which are vital during such significant changes.

### Common ground

**Balanced Enrollment**

Both sides agree on the importance of balanced enrollment across schools to prevent overcrowding and ensure adequate resources and attention for each student. Whether through keeping students together or aligning feeder patterns, the goal is to distribute students in a way that supports their educational and social needs. Balanced enrollment helps maintain manageable class sizes, provides better support for special programs, and ensures that schools can effectively serve their communities.

**Side B**

### Feeder Pattern Alignment

Others advocate for aligning elementary schools with middle school feeder patterns to ensure long-term consistency. They believe that zoning students according to their future middle school will prevent disruptions in friendships and provide a smoother transition. This approach is seen as beneficial for long-term planning, reducing overcrowding, and ensuring balanced class sizes. It also helps avoid the need for future rezoning, which can be disruptive to students and families.

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## Five Emergent Themes

**1 Peer Relationships**

The importance of maintaining peer relationships was a dominant theme among participants. Many expressed concerns about the emotional and social impact of separating children from their established friendships as they transition to middle school. Participants emphasized that keeping children with their peers would ease the transition and provide a sense of stability during a challenging time. The perception is that strong peer connections are crucial for children's well-being and academic success. There is a strong sentiment that disrupting these relationships could lead to increased anxiety and stress for the students.

**2 Feeder Patterns**

Participants frequently mentioned the importance of maintaining consistent feeder patterns from elementary to middle school. Many believe that aligning elementary schools with their respective middle school feeder patterns would provide long-term benefits and reduce future disruptions. The perception is that clean feeder patterns help in creating a more predictable and stable educational journey for students. Participants also noted that consistent feeder patterns could prevent overcrowding and ensure that resources are appropriately allocated. There is a general consensus that maintaining these patterns is in the best interest of both students and schools.

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# Survey Results, cont'd.

**3 Overcrowding Concerns**

Concerns about overcrowding were prevalent among participants, with many worried about the impact on class sizes and resources. Participants expressed that overcrowding could lead to a decrease in the quality of education and strain on teachers and facilities. There is a perception that spreading students across multiple schools would alleviate these issues and provide a more balanced educational environment. The potential for increased traffic and safety concerns was also mentioned as a consequence of overcrowding. Overall, participants are advocating for solutions that prevent any one school from becoming overwhelmed.

**4 School Continuity**

The theme of continuity in education was highlighted by participants who value a stable and consistent learning environment. Many believe that maintaining continuity in school assignments helps students adapt better and reduces anxiety associated with change. Participants expressed that continuity supports both academic and social development, as students can build long-term relationships with peers and teachers. There is a perception that abrupt changes in school assignments can disrupt students' educational progress and emotional well-being. The desire for continuity reflects a broader concern for the holistic development of students.

**5 School Resources**

Participants expressed concerns about the allocation and availability of resources in schools, particularly in relation to special education and dual language programs. There is a perception that schools need to be adequately resourced to meet the diverse needs of students, and that overcrowding could strain these resources. Some participants highlighted the need for more students in certain programs to ensure their viability and effectiveness. The discussion around resources also included concerns about the potential closure of underutilized schools and the impact on staff and students. Overall, participants are advocating for a balanced distribution of resources to support all students effectively.

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# Administrative Recommendation
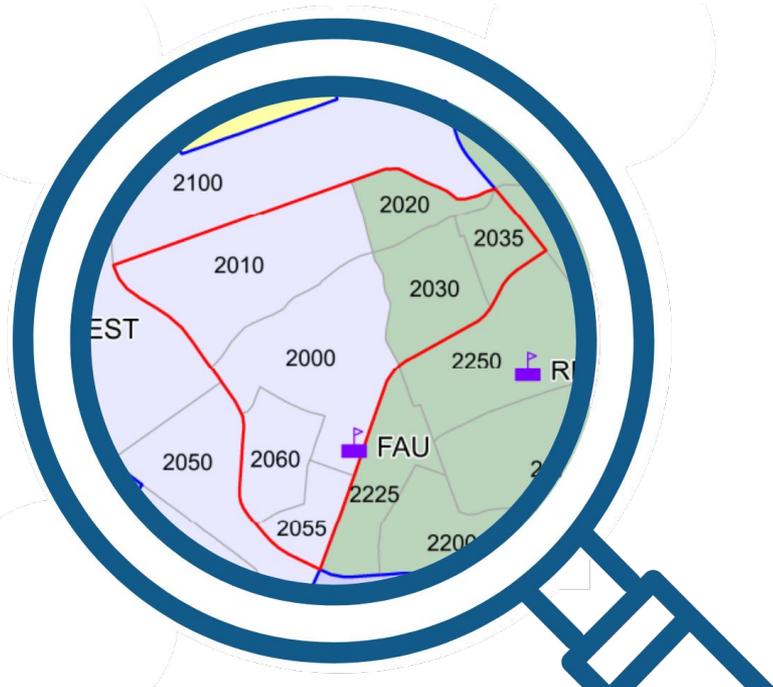
## Boundary Adjustments

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# Administrative Recommendation

## Survey Results

Based on a review of community survey feedback, stakeholder input, demographic and enrollment data, transportation and operational analysis, and alignment with district planning priorities, administration recommends: **Scenario B**



### Alignment with "Themes":

**1/5** The district's existing intra-district transfer policy provides flexibility for families who prioritize staying together or attending a specific campus, without requiring boundary exceptions

**2** Supports feeder patterns to ensure students transition smoothly from elementary to middle school with familiar peers

**3** Provides greater long-term stability for enrollment and facility utilization, aligning with long-range planning objectives, including mitigation strategies

**4** Supports operational and program efficiency

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# Administrative Recommendation

## Helping Families Navigate the Change

**Intra-District Transfers**
- Current Faubion students will receive priority for intra-district transfers, with the transfer fee waived. The transfer window remains open through May 29, 2026

- Pending Board approval, families may apply to any school with availability. The district will expedite communication and provide application status updates by March 1, 2026

**Transition Team**
- Ensure that the District Transition Team associated with the Faubion Campus Consolidation efforts incorporates the families transitioning to Reed Elementary

**Clear Communication Plan**
- Share adopted scenario details through appropriate methods
- Provide FAQs and information to address common questions

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# Decisions and Implementation

## What is needed now...

**Discussion and Feedback**
- Trustee input to clarify considerations, priorities, and any requested refinements

**Consideration for Adoption**
- Based on the discussion, Trustees may consider adopting Elementary School Attendance Zoning for kindergarten–5th grade students currently zoned to Faubion Elementary for the 2026–2027 school year to move forward for implementation at this meeting

**Implementation Planning (Once Adopted)**
- If scenario is adopted, administration will proceed with communication planning, operational alignment, and implementation timelines

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# DISCUSSION