# Special Meeting Board Workshop Agenda
## Thursday, July 23, 2026
## Linda Lippe Instructional Materials Center
## 1775 W New Hope Drive
## B1001.01 and B1001.02
## Cedar Park, Texas 78613
## 6:15 PM

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

**Doors will open to the public at 5:45 PM.**
Members of the public may access this meeting via live stream at https://www.leanderisd.org/boardlivestream. Please note, this link will not be active until approximately 5 minutes before the scheduled meeting time.

**This is a Special Meeting of the Board of Trustees. At Special Meetings, Citizen Comments will be limited to topics listed on the agenda.**
Citizens wishing to address the Board of Trustees may do so in person at the meeting location noted on the agenda. In order to address the Board, individuals must sign up online at https://www.leanderisd.org/citizencommentform, between noon the day prior to the meeting and noon the day of the meeting, and be present when their number is called.

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

The notice of this meeting was posted in compliance with the Texas Open Meetings Act on July 16, 2026, at 4:48 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.

contemplated litigation, and/or attorney client privileged matter
B. Texas Government Code 551.074: deliberation regarding resignations, terminations, employment, reassignments, duties, and evaluation of personnel and public officers
C. Texas Government Code 551.0821: deliberation regarding matters whereby personally identifiable information regarding one or more students will be disclosed
D. Texas Government Code 551.074: Superintendent Formative Evaluation
E. Texas Government Code 551.074: deliberation and consideration of employment of Area Superintendent

8. **ACTION PURSUANT TO CLOSED SESSION**
A. Consider Employment of Area Superintendent

9. **BOARD MEETING DEBRIEF**

10. **ADJOURNMENT**

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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)]

# Leander ISD Board Meeting Agenda Item Information
**Meeting Date: Thursday, July 23, 2026**

| | |
|---|---|
| **Agenda Item:** | Consider Approval of Gibson Consulting Group Governance Audit |
| **Purpose:** | ☐ Discussion Item/Report Only ☒ Action Requested |
| **Administrator Responsible:** | Chris Clark, Ed.D., Superintendent of Schools |
| **Attachments:** | Gibson Consulting Group Internal Audit Project Descriptions for Fiscal Year 2027 |

**Background Information:**
During the May 7, 2026 Regular Board Meeting, Gibson Consulting Group presented an Internal Audit Plan for Fiscal Year 2027. Tonight, the Board Audit Committee is seeking approval for Gibson Consulting to conduct a Governance Audit. A description of the Governance Audit and estimated cost is attached.

**Alignment to Board Goals & Student Outcomes**:
The Governance Audit supports the Board's commitment to continuous improvement by evaluating governance practices, roles, decision-making processes, and accountability. The audit helps ensure the Board's work is aligned with its strategic goals, focused on improving student outcomes, and reflective of best practices in effective governance.

**Administrative Recommendation:**
N/A

**Sample Motion:**
I move to approve the engagement of Gibson Consulting Group to conduct a Governance Audit, as outlined in the Fiscal Year 2027 Audit Project Descriptions.

March 9, 2026

Leander Independent School District
Attn: Board Audit Committee
204 West South Street P.O. Box 218
Leander, Texas 78641

**Re: Gibson Internal Audit Project Descriptions for Fiscal Year 2027**

Members of the Leander Independent School District Board Audit Committee:

At your request, Gibson Consulting Group (Gibson) has provided descriptions and estimated pricing for the following five audits. Subject to your review and selection of individual audits, Gibson will then submit a formal cost proposal for consideration and approval by the Board Audit Committee.

- Governance Audit
- Special Education Audit
- Information Systems Audit
- Financial Management Audit
- Safety and Security Audit

The remainder of this letter presents a description of each audit, as well as an estimated timing and cost of our services.

## Governance Audit

A Governance Audit is unique in that it does not audit any particular school district program, department, or function, but rather the mechanisms through which decision-making, performance measurement, and accountability are implemented throughout the school system. A Governance Audit focuses on the Board of Trustees and senior district leadership, and the related factors under their responsibility or control.

***The following elements are addressed in a Governance Audit:***

- Board governance and oversight, including the quality, timeliness, and usefulness of information provided to the Board to support decision-making and statutory responsibilities;
- Board operations and compliance, including meeting management, public notice requirements, committee structures, and adherence to open meetings and open records laws;
- Board-Superintendent roles and communications, including clarity of roles, delegation of authority, and effectiveness of communication practices;

- Policy and regulatory framework, including processes for updating, communicating, and implementing Board policies and administrative regulations;
- Senior leadership decision-making and accountability, including formal and informal decision frameworks, performance monitoring, and accountability mechanisms; and
- Organizational structure and planning, including alignment of senior administration functions, spans of control, and short- and long-range planning processes.

***This audit involves the analysis of multiple sources of data, including but not limited to the following:***

- Individual interviews with Board members and senior district leadership;
- Analysis of district performance data, performance trends, plans and performance reports;
- Analysis of Board meeting agendas/Board packets, meeting minutes, and meeting videos;
- Review of Board policies, administrative regulations, and organizational charts; and
- Board-ready reporting with recommendations.

***Key questions this audit helps answer:***

- Does the Board receive the right information at the right time, and in the right format to make informed decisions and fulfill its statutory responsibilities?
- Is the Board operating effectively, efficiently, and in compliance with legal and statutory regulations?
- Are governance roles and responsibilities clearly defined and consistently respected between the Board and Superintendent?
- Does the district have clear decision-making, accountability, and performance monitoring mechanisms at the senior leadership level?
- Are Board policies and administrative regulations current, well-communicated, and effectively implemented across the organization?
- Are the Superintendent and senior administration held appropriately accountable for performance, compliance, and progress toward district goals?

The audit testing in the Governance Audit will include validation of public meeting notice requirements, validating legal policy updates, validating compliance with open records laws, Board meeting management and compliance, and meeting statutory deadlines for major events (e.g., adoption of budget and tax rates).

## Special Education Audit

A Special Education Audit provides an independent assessment of how effectively the district identifies, serves, and supports students with disabilities. The review helps the Board understand strengths, risks, compliance considerations, and opportunities for improvement.

***The following elements are addressed in a Special Education Audit:***

- Program governance and management, including organizational structure, leadership oversight, and accountability for special education services;
- Student identification, evaluation, and placement, including Child Find, referral processes, evaluation timelines, and Least Restrictive Environment decisions;
- Compliance and procedural safeguards, including adherence to the Individuals with Disabilities Education Act (IDEA) requirements and due process protections;
- Individualized Education Programs (IEPs), including quality, consistency, implementation, and progress monitoring;
- Staffing models and service delivery, including instructional arrangements, caseloads, dyslexia integration, and related services;
- Instructional practices and student supports, including alignment with evidence-based practices and access to appropriate supports;
- Professional development, including training and ongoing support for special education and general education staff;
- Financial management and resource use, including alignment of funding sources (e.g., IDEA, Medicaid/School Health and Related Services [SHARS]) with service delivery;
- Technology and information systems, including tools used to support program administration and reporting; and
- Family and community engagement, including communication practices and parent support mechanisms.

***Key questions this audit helps answer:***

- Are students with disabilities being identified, evaluated, and placed appropriately and consistently across the district?
- Are special education services designed and delivered in a way that is compliant, effective, and aligned with best practice?
- Do staffing models, service delivery approached, and resources align with student needs and program demands?
- Are IEPs consistently high quality and implemented as intended?
- Is the district using its special education funding and revenue sources effectively and sustainably?
- Does the district have the governance, oversight, and continuous improvement structures needed to manage risk and improve outcomes over time?

## Information Systems Audit

An Information Systems Audit provides an independent, objective assessment of whether the district's core administrative systems are configured, integrated, and governed in a way that supports accurate data, efficient operations, and compliance.

The audit is intentionally structured as a phased approach to recognize that long-term system strategy and data governance cannot be effective until foundational system configuration and data integrity issues are addressed. Phase 1 focuses on stabilizing and optimizing the district's core Enterprise Resource Planning (ERP) environment to reduce operational disruption, administrative burden, and compliance risk. Once the system is functioning reliably as a system of record, subsequent phases address disciplined data governance and long-term information technology strategy.

This approach allows the district to prioritize immediate risk reduction while creating a sustainable foundation for future improvements, rather than layering new processes or systems onto unstable core functionality.

***The following elements are addressed in an Information Systems Audit:***

### Phase 1: Stabilization and Optimization

- ERP stabilization and configuration, including optimization of Tyler Munis to address data accuracy, latency, and compliance risks;
- System workflows and process design, including approvals, handoffs, and reliance on manual or shadow systems;
- Payroll, position control, and calendar configuration, including risks related to pay accuracy, Texas Retirement System of Texas (TRS) reporting, and Public Education Information Management System (PEIMS);
- System integrations, including data exchanges between Tyler Munis and connected platforms such as timekeeping, recruiting, and substitute management systems;
- Access controls and system governance, including user roles, security settings, and accountability for system changes; and
- Service management and support practices, including use of ticketing systems to improve transparency, responsiveness, and performance measurement.

### Phase 2: Data Governance and Stewardship

Phase 2 builds on a stabilized ERP environment and focuses on establishing clear data ownership, systems of record, and governance practices to reduce financial risk and eliminate reliance on spreadsheets and manual data tracking. This phase emphasizes consistency, auditability, and disciplined data management across departments.

### Phase 3: Strategy and Future-State Roadmap

Phase 3 focuses on developing a multi-year information systems roadmap once data and core processes are stable. This phase supports strategic decisions regarding system consolidation, integration approaches, performance measurement, and long-term technology investments aligned to district priorities.

***Key questions this audit helps answer:***

- Are the district's core administrative systems configured and operating in a way that produces accurate, timely, and reliable data?
- Are current configurations and workflows creating unnecessary administrative burdens or compliance risks?
- Is Tyler Munis functioning as an effective system of record, or is the district relying on shadow systems and manual processes to get work done?
- Do system integrations between HR, Finance, Payroll, timekeeping, and related platforms support efficient operations, or introduce risk through manual data handoffs?
- Does the district have adequate controls, governance, and accountability over access, data, ownership, and system changes?
- Is the district positioned to move from short-term stabilization to disciplined data governance and long-term technology planning?

## Financial Management Audit

A Financial Management Audit provides an independent, objective assessment of how effectively the organization plans, manages, controls, and reports its financial resources. Its purpose is to give the Board clear, practical insight into strengths, risks, gaps, and improvement opportunities so informed governance and oversight decisions can be made.

The audit takes a holistic view of financial management. Rather than testing isolated transactions, it evaluates how well the overall financial framework functions and supports decision-making.

***The following elements are addressed in this Financial Management Audit:***

- Accounting and financial reporting, including internal controls, accuracy, timeliness, and compliance with applicable reporting standards;
- Budget development and monitoring, including alignment to strategic priorities, amendment processes, and expenditure controls;
- Long-term financial planning, including forecasting practices and sustainability analysis;
- Treasury and cash management, including investments, liquidity, and compliance with policies and legal requirements;
- Financial support to departments and campuses, including training, guidance, and access to usable financial information;

- Tax appraisal and collections (if applicable), including governance and effectiveness of collection processes; and
- State and regulatory financial reporting, including PEIMS reporting, chart of accounts structure, and validation controls.

This audit does not replace the annual external financial statement audit and does not typically include detailed testing in other finance-related areas, such as payroll, accounts payable, and purchasing. These areas are separately identified in the risk assessment and are subject to separate audit procedures.

***Key questions this audit helps answer:***

- Do we have strong, sustainable financial management practices?
- Are controls adequate to safeguard public funds?
- Is financial information reliable and useful for decision-making?
- Are budgeting and planning aligned with strategic priorities?
- How does the budgeting process help ensure efficient operations and programs?
- Where should financial leadership focus improvement efforts?

A Financial Management Audit provides the Board with an independent, comprehensive view of financial management, equipping trustees with the clarity needed to decide whether current practices are sufficient or whether targeted improvements should be pursued.

## Safety and Security Audit

A Safety and Security Audit provides an independent, objective assessment of how effectively a school district's safety governance, operations, and resources work together to prevent, prepare for, respond to, and recover from safety and security incidents.

This audit builds upon the district's completed Texas Education Agency (TEA) District Vulnerability Assessment by using its results as baseline inputs. It does not duplicate the TEA assessment, which is compliance-focused, but instead evaluates how required safety components operate together in practice and how identified risks are managed over time.

***The following elements are addressed in this Safety and Security Audit:***

- Safety governance and oversight, including Board policies, administrative procedures, roles and responsibilities, and accountability structures;
- Integration and operations of the district police department, including organizational structure, staffing, deployment models, training, and coordination with campuses and district leadership;
- Emergency management and preparedness, including the Emergency Operations Plan (EOP), threat assessment processes, drills, tabletop exercises, and incident command protocols;

- Campus-level implementation of safety procedures, including consistency of practices, staff roles during incidents, and operational readiness;
- Coordination with external partners, including local law enforcement, fire, EMS, and emergency management agencies;
- Training and culture of safety, including staff training, expectations, reporting practices, and understanding of safety roles; and
- Continuous improvement practices, including incident tracking, after-action reviews, and processes for addressing emerging risks.

***Key questions this audit helps answer:***

- Are our safety systems actually working together as an integrated system, or are they operating as separate compliance pieces?
- Is the district Police Department appropriately structured and integrated to support prevention, preparedness, and response, in addition to enforcement?
- Does the Board have sufficient visibility to exercise effective oversight of safety risks and improvement efforts?
- Are campus staff clear on their roles during safety incidents, and are procedures implemented consistently, not dependent on individual campuses or leaders?

## Schedule and Fees

Below are estimated timetables for each of the above audits to be completed. Program management services will be spread out over the entire fiscal year.

- Governance Audit: Four (4) months
- Special Education Audit: Eight (8) months
- Information Systems Audit: Eight (8) months
- Financial Management Audit: Seven (7) months
- Safety and Security Audit: Six (6) months

After the Board selects the internal audits to be performed in Fiscal Year (FY) 2027, we will develop a detailed schedule for each project.

We have based the estimates of hours and fees for these projects on our understanding of the objectives of each audit and on our familiarity with the systems and processes in place at Leander ISD. Table 1 shows a range of estimated professional fees and expenses necessary to complete each audit.

**Table 1. Estimated Fees and Expenses by Audit**

| Audit Area | Estimated Cost |
|---|---:|
| Governance Audit | $110,000 - $125,000 |
| Special Education Audit | $145,000 - $160,000 |
| Information Systems Audit | $170,000 - $185,000 |
| Financial Management Audit | $150,000 - $165,000 |
| Safety and Security Audit | $140,000 - $155,000 |
| Program Management Services | $35,000 |

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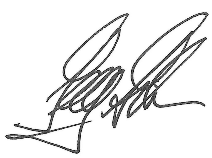
After your review of this information, please let us know if you have any questions. The next step is for the Board Audit Committee to request from Gibson a formal cost proposal for the selected FY 2027 audits. We can deliver this proposal within one week of your feedback.

Thank you for entrusting this important continuous improvement program to our firm. We look forward to continuing our work with you in FY 2027.

Sincerely,



Greg Gibson, President
Gibson Consulting Group Inc.

# Leander ISD Board Meeting Agenda Item Information

**Meeting Date: Thursday, July 23, 2026**

| | |
|---|---|
| **Agenda Item:** | Consider Approval of Minutes of Regular and Called Board Meetings |
| **Purpose:** | ☐ Discussion Item/Report Only ☒ Action Requested |
| **Administrator Responsible:** | Chris Clark, Ed.D., Superintendent of Schools |
| **Attachments:** | 06-18-26 Regular Meeting with Public Hearing Minutes DRAFT<br>07-14-26 Special Meeting Grievance Hearing 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 with Public Hearing

The Board of Trustees
Leander Independent School District

**STATE OF TEXAS**
**COUNTY OF WILLIAMSON**

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A meeting of the Board of Trustees of the Leander Independent School District was held on Thursday, June 18, 2026, beginning at 6:16 PM in Linda Lippe Instructional Materials Center, 1775 W New Hope Drive, B1001.01 and B1001.02, Cedar Park, Texas 78613. The following members were present: Anna Smith, Sade Fashokun, Nekosi Nelson (attended virtually and left at 9:50 PM), Trish Bode, Paul Gauthier (arrived at 6:19 PM), Gloria Gonzales-Dholakia, and Laura Marques.

1. **CALL TO ORDER AND DECLARATION OF QUORUM**
2. **OPENING CEREMONY**
   A. Pledge of Allegiance
   B. Moment of Silence
3. **CITIZEN COMMENTS**

   *Two citizens addressed the Board of Trustees.*
4. **PUBLIC HEARING**
   A. Public Hearing on the 2026-2027 Proposed Budget and Tax Rate
5. **CITIZEN COMMENTS FOR PUBLIC HEARING ON THE 2026-2027 PROPOSED BUDGET AND TAX RATE**

   *No citizens addressed the Board of Trustees.*
6. **CONSENT AGENDA**
   A. Consider Approval of Minutes of Regular and Called Board Meetings

      *I move the Board approve the minutes, as presented. This motion, made by Sade Fashokun and seconded by Dr. Laura Marques, passed five in favor, one opposed, and one absent. Trish Bode: In favor, Sade Fashokun: In favor, Paul Gauthier: Opposed, Dr. Gloria Gonzales-Dholakia: In favor, Dr. Laura Marques: In favor, Nekosi Nelson: Absent, Anna Smith: In favor.*
7. **SUPERINTENDENT'S REPORT**
   A. Empowered Student Learning
   B. Empowered Staff Learning
   C. Safe and Innovative Learning Environments
8. **DISCUSSION / ACTION ITEMS**

A. STUDENT EXPERIENCE

1. Consider Approval of 2026-27 Optional Flexible School Day Program Application to the Texas Education Agency

   *I move that the Board of Trustees approve the submission of the 2026-2027 Optional Flexible School Day Program application for New Hope High School to the Texas Education Agency, as presented. This motion, made by Dr. Gloria Gonzales-Dholakia and seconded by Dr. Laura Marques, passed seven in favor and none opposed. Trish Bode: In favor, Sade Fashokun: In favor, Paul Gauthier: In favor, Dr. Gloria Gonzales-Dholakia: In favor, Dr. Laura Marques: In favor, Nekosi Nelson: In favor, Anna Smith: In favor*

2. Discussion of Leading Measures

B. OPERATIONS

1. 2025-2026 Budget Projections

2. Consider Approval of the 2025-2026 Final Budget Amendment

   *I move that the Board of Trustees approve the final budget amendment for the General Operating, Child Nutrition, and Debt Service funds for 2025-2026, 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: In favor, Dr. Gloria Gonzales-Dholakia: In favor, Dr. Laura Marques: In favor, Nekosi Nelson: Absent, Anna Smith: In favor.*

3. Consider Approval of 2026-2027 Accelerated Instruction Budget

   *I move that the Board of Trustees approve $295,164 of the 2026-2027 proposed budget to be utilized for additional accelerated instruction in the 2026-2027 school year, to comply with the requirements of HB 5 from the 83rd legislative session. This motion, made by Dr. Laura Marques and seconded by Sade Fashokun, passed six in favor and one absent. Trish Bode: In favor, Sade Fashokun: In favor, Paul Gauthier: In favor, Dr. Gloria Gonzales-Dholakia: In favor, Dr. Laura Marques: In favor, Nekosi Nelson: Absent, Anna Smith: In favor.*

4. Consider Adoption of the 2026-2027 Budget

   *I move that the Board of Trustees adopt the 2026-2027 General Fund, Child Nutrition, and Debt Service Fund budgets, 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: In favor, Dr. Gloria Gonzales-Dholakia: In favor, Dr. Laura Marques: In favor, Nekosi Nelson: Absent, Anna Smith: In favor.*

5. Consider Approval of a Resolution Revising the Assigned Fund Balance for Self-Insured Healthcare

   *I move the Board of Trustees approve the Resolution reducing the General Fund Self-Funded Healthcare Assigned Fund Balance from $10 million to $6 million. This motion, made by Sade Fashokun and seconded by Dr. Gloria Gonzales-Dholakia, passed. five in favor, one opposed and one absent. Trish Bode: In favor, Sade Fashokun: In favor, Paul Gauthier: Opposed, Dr. Gloria Gonzales-Dholakia: In favor, Dr. Laura Marques: In favor, Nekosi Nelson: Absent, Anna Smith: In favor.*

9. **CLOSED SESSION**

*The Board of Trustees went into Closed Session at 8:45 PM after the Board President announced the right to do so under:*

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

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

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

D. Texas Government Code 551.074: deliberation and consideration of employment of Area Superintendents

*The Board of Trustees returned to Open Session at 9:52 PM.*

10. **ACTION PURSUANT TO CLOSED SESSION**

A. Consider Employment of Area Superintendent

*I move that the Board of Trustees accept the recommendation of Jessica Schock for Area Superintendent 1-year probationary employment contract for personnel addition(s) as presented in accordance with the salary scale, policies and contract of Leander Independent School District for the 2026-27 school year. This motion, made by Dr. Laura Marques and seconded by Dr. Gloria Gonzales-Dholakia, passed six in favor and one absent. Trish Bode: In favor, Sade Fashokun: In favor, Paul Gauthier: In favor, Dr. Gloria Gonzales-Dholakia: In favor, Dr. Laura Marques: In favor, Nekosi Nelson: Absent, Anna Smith: In favor*

B. Consider Employment of Area Superintendent

*I move that the Board of Trustees accept the recommendation of Terri Osborne for Area Superintendent 1- year probationary employment contract for personnel addition(s) as presented in accordance with the salary scale, policies and contract of Leander Independent School District for the 2026-27 school year. This motion, made by Dr. Laura Marques and seconded by Sade Fashokun, passed six in favor and one absent. Trish Bode: In favor, Sade Fashokun: In favor, Paul Gauthier: In favor, Dr. Gloria Gonzales-Dholakia: In favor, Dr. Laura Marques: In favor, Nekosi Nelson: Absent, Anna Smith: In favor*

11. **BOARD MEETING DEBRIEF**

12. **ADJOURNMENT**

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

Time: 10:16 PM

These minutes were read and approved by the Board of Trustees on the 23rd day of July 2026.

______________________________ ______________________________

President Secretary

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

# Minutes of Special Meeting - Grievance Hearing

The Board of Trustees
Leander Independent School District

**STATE OF TEXAS**
**COUNTY OF WILLIAMSON**

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A Special Meeting of the Board Grievance Committee of the Leander Independent School District was held on Tuesday, July 14, 2026, beginning at 6:16 PM in Linda Lippe Instructional Materials Center, 1775 W New Hope Drive, B1001.01 and B1001.02, Cedar Park, Texas 78613. The following members were present: Anna Smith, Sade Fashokun, and Trish Bode.

1. **CALL TO ORDER AND DECLARATION OF QUORUM**
2. **CITIZEN COMMENTS**

   *Five citizens addressed the Board Grievance Committee.*
3. **CLOSED SESSION**

   *The Board Grievance Committee went into closed session at 7:26 PM after the Presiding Officer, Anna Smith, announced the right to do so under:*

   A. Texas Government Code 551.082 and 551.074: hear and deliberate complaint concerning school district employees

   *The Board Grievance Committee returned to open session at 8:02 PM.*
4. **ACTION PURSUANT TO CLOSED SESSION**

   *I move that we deny the remainder of the request Trustee Gauthier has requested. This motion, made by Trish Bode and seconded by Sade Fashokun, passed three in favor and none opposed. Trish Bode: In favor, Sade Fashokun: In favor, Anna Smith: In favor*
5. **ADJOURNMENT**

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

Time: 8:14 PM

These minutes were read and approved by the Board of Trustees on the 23rd day of July 2026.

President

Secretary

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

July 23, 2026

# Superintendent's Report: Entry Plan Review & Update

## Purpose of Presentation

The purpose of this presentation is to update the board and community on the progress made by the superintendent during the initial months in the role of Leander ISD Superintendent.

## Overview of Presentation

- Considerations
- Board of Trustees*
- Cabinet*
- Student, Parent, Community, Staff Relationship Development*
- Identified Needs Not in Original Entry Plan & Responses



*Each section will include Outcomes, Work Completed, Findings, & Work Still in Progress

# Considerations - Contract Days

**Official Hiring Date: April 2, 2026**

**74* Contract Days as of July 24, 2026 includes the following:**

- 7 Fridays from summer schedule
- 4 Personal Days
- 3 Conference Days (TASB Summer Leadership Institute & National School Board Association)
- 1 Graduation Day



***Does not include 7 non-contract weekdays between April 2 & July 24**

(Memorial Day, July 4th Week, April 3)

# Entry Plan Objectives - Board of Trustees

1. Review and agree upon ground rules for communication and operating procedures for meetings and Board/Superintendent cooperation/collaboration outside of meetings.



2. Finalize board goals, superintendent expectations and evaluation with consideration of the data gathered during the entry plan.

3. Agree upon a board meeting calendar for the 26-27 school year that includes all necessary business as well as dates for discussion and actions relating to goals and superintendent evaluation.

# Work Completed - Board of Trustees

- Multiple 1:1 meetings with Board Members to gain insight and gather feedback
- Adoption of Board Goals & Superintendent Guardrails
    - Reporting Scorecard & Monitoring Plan
    - 26-27 Superintendent Evaluation Tool
- Leading Professional Learning Communities District Wide - Internal Conference for Board Members & Administrators
- Adoption of the 26-27 Budget
    - Improved process and input from key stakeholders (compared to 25 -26 Budget adoption process)

# Work Completed - Board of Trustees

- EOY Data Review to inform 26-27 work
- Two board meeting planning docs (26-27 Individual Board Mtg Agenda Planning Template & Overview of Board Meetings) created and utilized to prepare the 26-27 Board Meeting Calendar
    - Board meetings being planned with time in mind
    - Increased focus on Student Learning/Board Goals & Superintendent Guardrails
- Board of Trustees Professional Learning Community Implementation Guide developed

# Findings - Board of Trustees

- While most board members originally pursued the board for individual reasons, they shifted to focusing on a cohesive and healthy system that naturally leads to better student outcomes and a better student experience.



- Common Community Feedback
  - Students' academic needs not met (not challenged, lack of effective intervention, etc.)
  - Inconsistency in the system
  - Parents don't feel "heard" or often feel as though their feedback is dismissed or wonder if it was even considered.  This leaves them wondering the proper way to provide input and feedback.

# Findings - Board of Trustees

- Priorities for the Superintendent (beyond board goals)
    - Healthy operating procedures/systems for the board and administration that focus on equitable communication
    - Ensure equitable family communication for all stakeholders through 27
defined channels and systems
    - Robust data-informed systems and processes to monitor academic performance and PLC implementation as well as defined operational metrics/outcomes

# Findings - Board of Trustees

- Desire
  - Partnership with administration rooted in transparency and mutual respect
  - Open and consistent communication with the superintendent where they feel heard
  - Board as a body corporate - build bridges and secure total board buy-in, while also holding the board accountable to its proper governance role.
  - Expect authentic and real engagement from the board

# Work In Progress/Changes to Plan - Board of Trustees

## Work In Progress

- Board Governance Workshop (July 23, 2026)
  - Board Operating Procedures
  - Bond/VATRE Analysis
  - Superintendent Evaluation
  - Board Learning Plan



## Changes

- Board Member Interviews - I utilized a more informal process to gather information than the original planned interview process.

# Entry Plan Objectives - Board of Trustees

1. Review and agree upon ground rules for communication and operating procedures for meetings and Board/Superintendent cooperation/collaboration outside of meetings.



2. Finalize board goals, superintendent expectations and evaluation with consideration of the data gathered during the entry plan.

3. Agree upon a board meeting calendar for the 26-27 school year that includes all necessary business as well as dates for discussion and actions relating to goals and superintendent evaluation.

# Entry Plan Objectives - Cabinet

1. To understand the key issues and tasks each cabinet member faces.

2. To develop strategies and timelines for accomplishing tasks in each cabinet member’s department.



3. To understand the norms, values, and procedures that govern the workings of the central office, and, as necessary, make adjustments in the relationship between central office and the superintendent, principals, students, and community.

4. Establish a plan for important work in 26-27

## Accomplishments - Cabinet

- Multiple 1:1 meetings with Cabinet Members to gain insight & gather feedback
- Key Cabinet Positions Filled
  - Deputy Superintendent of Learning & Innovation
  - Deputy Superintendent of Administrative Services
  - Chief Financial Officer
- Leading Professional Learning Communities District Wide - Internal Conference for Board Members & Administrators
- 26-27 Leadership Conference Planned & Implemented
  - Review Board Goals & Superintendent Guardrails - provide context to leadership team

# Accomplishments - Cabinet Changes

| Board of Trustees | | | | | | |
|---|---|---|---|---|---|---|
| Trish Bode<br>Place 1 | Gloria Gonzales-Dholakia<br>Place 2 | Nekosi Nelson<br>Secretary<br>Place 3 | Anna Smith<br>President<br>Place 4 | Sade Fashokun Vice President<br>Place 5 | Laura Marques<br>Place 6 | Paul Gauthier<br>Place 7 |

33

| **Superintendent (Dr. Chris Clark)** | | | |
|---|---|---|---|
| **Deputy Superintendent of Administrative Services (Dr. Kimberly Waltmon)** | **Deputy Superintendent of Learning & Innovation (Dr. Angela Hodges)** | **Chief of Police (Dr. Sha Rogers)** | **General Counsel (Shawn Swisher)** |

# Accomplishments - Cabinet Changes

## Operational Leadership Team

| Deputy Superintendent of Administrative Services (Dr. Kimberly Waltmon) | | | | | |
|---|---|---|---|---|---|
| Chief Operations Officer (Jeremy Trimble) | Chief Communications Officer (Crestina Hardie) | Chief Technology Officer (Jason Miller) | Chief Financial Officer (Dan Villarreal) | Chief Human Resources Officer (Rachel Mackey) | (2) Non-Cabinet Direct Reports 34 |

## Instructional Leadership Team

| Deputy Superintendent of Learning & Innovation (Dr. Angela Hodges) | | | | | | | |
|---|---|---|---|---|---|---|---|
| Area Superintendent (Jessica Schock) | Area Superintendent (Paul Johnson) | Area Superintendent (Dr. Terri Osborne) | Area Superintendent (Vacancy) | Assistant Superintendent of Student & Family Services (Kristen Alex) | Assistant Superintendent of Student Pathways and Outcomes (Dr. Dustin Binnicker) | Assistant Superintendent of Curriculum & Instruction (Lauren Meeks) | Assistant Superintendent of Special Programs (Paige Collier) |

# Accomplishments - Learning & Innovation Changes

| Assistant Superintendent of Student & Family Services (Kristen Alex) | Assistant Superintendent of Student Pathways and Outcomes (Dr. Dustin Binnicker) | Assistant Superintendent of Curriculum & Instruction (Lauren Meeks) | Assistant Superintendent of Special Programs (Paige Collier) |
|---|---|---|---|
| *Student Support Services (Registrars, Health Services) | *Career and Technical Education | *K-12 Core Curriculum | *Special Education |
| *State/Federal Programs | *Advanced Programs | *Early Childhood | *MTSS & Intervention Services |
| *Counseling Services/ Student & Family Support Team | *Global Languages | *Professional Learning | Child Find |
| Grievances (administrative role) | *Assessment & Academic Accountability | Digital Learning & Library Services | 504 |
| Family Engagement | | | |

35

## Findings - Cabinet

- Challenges
  - Operational Inefficiency - including meetings, information overload
  - Siloed Work
    - Instructional/Operational
    - Chief/Area & Assistant Superintendent
    - Departmental
  - Reactive vs. Strategic

# Findings - Cabinet

- Desire to have:
  - Strategic Prioritization - focus on and plan for most important work for the district
  - Effective Meeting Structures & Agendas
    - Organization (day, time, content)
    - Share information and collaborate at a high level in the meeting
    - Detailed work occur outside of meeting
  - Cross-Functional Collaboration and Communication
  - Consistent cadence of Data Review
  - Continued campus presence
  - United support and responsiveness to campus needs
  - Continued board relations and effective/efficient board meeting preparation

## Findings - Cabinet

- Needs from the Superintendent:
  - Vision and Clarity: Establish and communicate a unified, shared vision for the district to eliminate ambiguity.
  - Trust and Relationships: Build strong, visible relationships with the Board, staff, and the community.
  - Prioritization and Accountability: Set clear expectations and a few "big rocks" (priorities), ensuring the system is aligned to execute them, hold people accountable
- Additional Feedback
  - Urgency to the financial constraints and budget projections for the next three years (and beyond)
  - Focus on safety first and establish a culture that is aligned that "nothing matters if our schools and facilities aren't safe and secure"

# Work In Progress/Changes to Plan - Cabinet

## Work In Progress

- Cabinet Meetings
  - Refining meeting agenda development
  - Identifying processes to make the most use of time together and what work can be done outside of the meeting
  - Location changes for campus presence
  - 26-27 Year at a Glance
    - 27-28 Budget Process
    - Long Range & Strategic Planning
    - Key Dates for important/district -wide work
  - 26-27 Professional Learning Plans

# Work In Progress/Changes to Plan - Cabinet

## Changes to Plan

- Interviews - I utilized a more informal process to gather information than the original planned interview process.



- Wallace Foundation Central Office Transformation - Just now started reading some of the articles from the Wallace Foundation
    - This research can still served as foundational learning, but the focus on Professional Learning Communities at the district level is more aligned with the direction of the district.

# Entry Plan Objectives - Cabinet

1. To understand the key issues and tasks each cabinet member faces.
2. To develop strategies and timelines for accomplishing tasks in each cabinet member's department.



3. To understand the norms, values, and procedures that govern the workings of the central office, and, as necessary, make adjustments in the relationship between central office and the superintendent, principals, students, and community.
4. Establish a plan for important work in 26-27

# Entry Plan Objectives - Principals, Teachers/Staff, Parents, Students

1. To identify key issues at the campus level.

2. Gain a deeper understanding of relationships to define or redefine relationships between principals and superintendent, central office, teachers, students, and community.

3. To coordinate work on system wide tasks.

# Accomplishments - Staff & Community

- 99 Campus Visits during the 26-27 School  Year
  - Meet with the principal
  - Visit Classrooms
  - 54 Completed since being named Acting Superintendent

43

- 2 Superintendent's Student Advisory Council (SSAC) Meetings
  - Board Presentations

- 19 Quick Take Videos (started as Acting Superintendent)

# Accomplishments - Staff & Community

- Leander Education Excellence Foundation Board Meeting Attendance
- LISD Council of PTA Delegate Meeting Attendance
- Citizen Facility Advisory Committee Meetings
- School Safety & Security Committee Meetings
- Municipality Partnerships
  - Mayor/City Manager Meetings in Cedar Park & Leander
  - Cedar Park & Leander Chamber Event Attendance & Individual Meetings
- Other Events
  - Cap Metro Art on the Bus, Fine Arts Events, Athletic Events, 9 Graduations, Volunteer Appreciation, Leadership LISD, 2 Real Estate Professionals Meetings

## Findings - Staff

- Desire more relevant instructional support and resources
- Bottom 3 Areas of Concern from UT Survey:
    - Pay/Salary
    - Benefits
    - Job Satisfaction is negatively impacted by workload
- Top 3 Areas (strengths) from UT Survey
    - Strong teamwork & collaboration
    - High trust and respect among colleagues
    - Strategic Alignment/Understanding of mission and purpose

# Findings - Community & Parents

- Value presence from the superintendent
- Vast majority of parents and students are engaged and pleased with their experience in the district
- Partners (LEEF, Municipalities, and Chambers of Commerce) value and are seeking partnership with the superintendent and district
- Parent frustration related to some decisions we make as well as our processes (records request, grievances, etc)
- Communication challenges at times of frustration

# Findings - Students

- Students value clubs and organizations and desire them to be equitably funded by the district
- Students see the need to have more "life skills" embedded in their learning
- Students are seeking to understand and use Artificial Intelligence in an appropriate and consistent manner, but they want consistent direction and use from teachers and administration
- Students are seeking more effective & readily accessible resources for mental health.
- Students are seeking a more effective system to properly engage underclassmen in a way that they have more consistent understanding of resources and information available to them for their high school experience.

# Work In Progress/Changes to Plan - Student, Parent, Community, Staff Relationship Development

- Principal Advisory Committee & Interviews - Decided not to do principal interviews and focus on my ongoing campus visits. Adding additional methods for principal feedback in 26-27.
- SSAC & Student Interviews - Decided not to do specific student interviews and instead rely on the feedback the students were already working on for the district.
- Teacher Interviews - Did not do any teacher interviews, but I have a plan for Teacher feedback in 26-27.

# Entry Plan Objectives - Principals, Teachers/Staff, Parents, Students

1. To identify key issues at the campus level.

2. Gain a deeper understanding of relationships to define or redefine relationships between principals and superintendent, central office, teachers, students, and community.

3. To coordinate work on system wide tasks.

# Entry Plan Success Measures

1. Established Board of Trustees goals that align with an established Board Meeting Plan, Board Learning Plan, Superintendent Evaluation.
2. Aligned Board direction for a potential VATRE and Bond election.



3. Established plans for Cabinet & CO Department Work in 26-27 that are focused on improved campus support.
4. Presentation of findings with a planned response to address needs and align support that is also differentiated based on need.
5. The superintendent has identified needs and established a strong foundation for intentional development of the district’s culture.

# Identified Needs Not in Original Entry Plan

- Board Audits
  - Academic Program Management
  - Human Resources
  - Purchasing/Procurement
  - Federal Programs 51
- Board Resolution
  - 22 “BE IT RESOLVED” statements in the Resolution for administrative compliance

## Identified Needs not in Original Entry Plan

- Safety & Security
  - Standard Operating Procedures and consistent practice across all facilities/campuses in place and being followed
    - Emergency Procedures
    - Preventative Procedures/Processes

52

- Police Department Development
  - Budget constraints
  - Salary confusion for officers and other department staff

# Responses to Additional Needs - Audits

| Gibson Consulting Group Internal Audits | | |
|---|---|---|
| Gantt Charts (Board View only) | Webpage Tracking Sheets (Public view) | Reports Presented to the Board |
| Academic Program Management Gantt Chart | Academic Program Management | Academic Program Management Internal Audit Final Report (Presented Sept 4, 2025) |
| Title Funds Gantt Chart | Title Funds | Title Funds Internal Audit Final Report (Presented February 5, 2026) |
| Human Resources Gantt Chart | Human Resources | Human Resources Internal Audit Final Report (Presented June 4, 2026) |
| Procurement Gantt Chart | Procurement | Procurement Internal Audit Final Report (Presented June 4, 2026) |
| Construction Management Gantt Chart | Construction Management | To be determined |

53

## Audit Plan and Reports

Internal Audit Risk Assessment Report

Gibson Consulting Group's Internal Audit Risk Assessment Report and proposed sequence of internal audit activities was approved by the Board during the June 27, 2024, Board Meeting.

### Fiscal Year 2024-25

**Academic Program Management**

Report | Recommendations Tracking

**Title Funds**

Report | Recommendations Tracking

### Fiscal Year 2025-26

**Human Resources**

Report | Recommendations Tracking

**Procurement**

Report | Recommendations Tracking

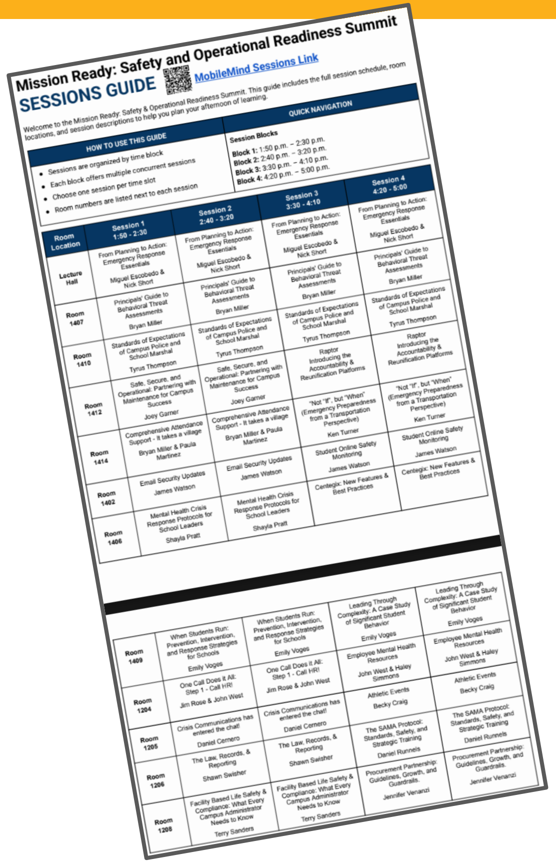
## Responses to Additional Needs

- Board Resolution - 22* "BE IT RESOLVED" statements
  - 18 directive statements for administration were completed but are recursive in nature - budgeting and staffing process for cost reduction and generation of new revenue
  - 1 directive statement for administration was completed
  - 5 Statements In Progress - Long Range Plan, Bond Analysis, Copper Penny Analysis, and 2 directives to analyze the impact of LRP, I&S, and M&O on sustainability, student experience, academics, financial planning.
  - Engaged Civic Solutions Group to facilitate the development of a LRP

54

*2 Statements fit in multiple categories

# Responses to Additional Needs - Safety & Security



**Mission Ready: Safety and Operational Readiness Summit**
**SESSIONS GUIDE**
MobileMind Sessions Link

Welcome to the Mission Ready: Safety & Operational Readiness Summit. This guide includes the full session schedule, room locations, and session descriptions to help you plan your afternoon of learning.

**HOW TO USE THIS GUIDE**
- Sessions are organized by time block
- Each block offers multiple concurrent sessions
- Choose one session per time slot
- Room numbers are listed next to each session

**QUICK NAVIGATION**
Session Blocks
Block 1: 1:50 p.m. – 2:30 p.m.
Block 2: 2:40 p.m. – 3:20 p.m.
Block 3: 3:30 p.m. – 4:10 p.m.
Block 4: 4:20 p.m. – 5:00 p.m.

| Room Location | Session 1 1:50 - 2:30 | Session 2 2:40 - 3:20 | Session 3 3:30 - 4:10 | Session 4 4:20 - 5:00 |
|---|---|---|---|---|
| Lecture Hall | From Planning to Action: Emergency Response Essentials Miguel Escobedo & Nick Short | From Planning to Action: Emergency Response Essentials Miguel Escobedo & Nick Short | From Planning to Action: Emergency Response Essentials Miguel Escobedo & Nick Short | From Planning to Action: Emergency Response Essentials Miguel Escobedo & Nick Short |
| Room 1407 | Principals' Guide to Behavioral Threat Assessments Bryan Miller | Principals' Guide to Behavioral Threat Assessments Bryan Miller | Principals' Guide to Behavioral Threat Assessments Bryan Miller | Principals' Guide to Behavioral Threat Assessments Bryan Miller |
| Room 1410 | Standards of Expectations of Campus Police and School Marshal Tyrus Thompson | Standards of Expectations of Campus Police and School Marshal Tyrus Thompson | Standards of Expectations of Campus Police and School Marshal Tyrus Thompson | Standards of Expectations of Campus Police and School Marshal Tyrus Thompson |
| Room 1412 | Safe, Secure, and Operational: Partnering with Maintenance for Campus Success Joey Garner | Safe, Secure, and Operational: Partnering with Maintenance for Campus Success Joey Garner | Raptor Introducing the Accountability & Reunification Platforms | Raptor Introducing the Accountability & Reunification Platforms |
| Room 1414 | Comprehensive Attendance Support - It takes a village Bryan Miller & Paula Martinez | Comprehensive Attendance Support - It takes a village Bryan Miller & Paula Martinez | "Not "if", but "When" (Emergency Preparedness from a Transportation Perspective) Ken Turner | "Not "if", but "When" (Emergency Preparedness from a Transportation Perspective) Ken Turner |
| Room 1402 | Email Security Updates James Watson | Email Security Updates James Watson | Student Online Safety Monitoring James Watson | Student Online Safety Monitoring James Watson |
| Room 1406 | Mental Health Crisis Response Protocols for School Leaders Shayla Pratt | Mental Health Crisis Response Protocols for School Leaders Shayla Pratt | Centegix: New Features & Best Practices | Centegix: New Features & Best Practices |
| Room 1409 | When Students Run: Prevention, Intervention, and Response Strategies for Schools Emily Voges | When Students Run: Prevention, Intervention, and Response Strategies for Schools Emily Voges | Leading Through Complexity: A Case Study of Significant Student Behavior Emily Voges | Leading Through Complexity: A Case Study of Significant Student Behavior Emily Voges |
| Room 1204 | One Call Does it All: Step 1 - Call HR! Jim Rose & John West | One Call Does it All: Step 1 - Call HR! Jim Rose & John West | Employee Mental Health Resources John West & Haley Simmons | Employee Mental Health Resources John West & Haley Simmons |
| Room 1205 | Crisis Communications has entered the chat! Daniel Cernero | Crisis Communications has entered the chat! Daniel Cernero | Athletic Events Becky Craig | Athletic Events Becky Craig |
| Room 1206 | The Law, Records, & Reporting Shawn Swisher | The Law, Records, & Reporting Shawn Swisher | The SAMA Protocol: Standards, Safety, and Strategic Training Daniel Runnels | The SAMA Protocol: Standards, Safety, and Strategic Training Daniel Runnels |
| Room 1208 | Facility Based Life Safety & Compliance: What Every Campus Administrator Needs to Know Terry Sanders | Facility Based Life Safety & Compliance: What Every Campus Administrator Needs to Know Terry Sanders | Procurement Partnership: Guidelines, Growth, and Guardrails. Jennifer Venanzi | Procurement Partnership: Guidelines, Growth, and Guardrails. Jennifer Venanzi |

- Safety Summit - BOY
  - Over 20 Sessions
  - Required Attendance
  - Set Clear Expectations
- Development of a Year-Long Learning Plan related to Safety & Security
- Standard Operating Procedures Developed & Refined

55

# Responses to Additional Needs

- Police Department Development
  - Clarification & Problem Solving on salary for/with officers
  - Plan for more structured Check -ins with officers and department staff
  - Hiring of Assistant Chief, Sergeant, Lieutenant,  and Officers
  - Strategic Delays of some positions and purchases

# Plans for 2026-2027

Aligned Board direction for a potential VATRE and Bond election.

- July 23, July 30, August 6, and August 17 Board Meetings all have agenda items related to the Bond & VATRE



- Regardless of the board's decision for a bond in November 2026, the Long Range Plan development will continue to include the need and possibilities for a bond or copper penny adjustments in the future.

# Plans for 2026-2027

- Prioritize raises in the 2027-2028 budget process*
- Address workload through
  - Central Office Instructional Support Team adjustments*
  - ABRE roll out to improve data access
  - District/Campus PLC Work - Improved/Ongoing PLC Processes and professional learning to equalize time to do important work and help with work/life balance
    - Participation in the SolutionTree PLC National Cohort
    - PLC Leadership Implementation Guide*
    - Aligning Data Analysis Processes*
    - PLCs focused on Student Experience & Results

# Plans for 2026-2027

- Change Management Process Implementation*
- Superintendent Teacher Advisory Committee
- Establish Student & Family Services Team**
  - Exploring a partnership with Communities in Schools
  - Analysis of community/parent communications by new Student & Family Services department to identify opportunities improvement
- Aligned Board direction for a potential VATRE and Bond election.
  - July 23, July 30, August 6, and August 17 Board Meetings all have agenda items related to the Bond & VATRE
  - Regardless of the board's decision for a bond in November 2026, the Long Range Plan development will continue to include the need and possibilities for a bond or copper penny adjustments in the future.
- District-Level PLCS/Department Improvement Plans that provide opportunity for intentional collaboration and communication

# Plans for 2026-2027 - District-Level PLCs

LEANDER ISD
LEADING TO A BRIGHT FUTURE

**The Power Behind the Performance: Leading Operational Excellence through Operational PLCs**


### What is an Operational PLC?

An Operational Professional Learning Community (PLC) is a structured, collaborative process where departments (HR, Finance, Operations, Technology, SCR, etc.) work to analyze data, improve systems, and strengthen services that support campuses and student success. This directly connects to the gray ring of the learning model. If operations are highly functioning collaborative teams, the support directly impacts campus leaders that directly impacts teachers, thus supporting a focus on student learning.




### Why It Matters

Strong schools depend on strong systems. Operational PLCs ensure:

- Efficient, reliable services for campuses
- Data-informed decision making
- Continuous improvement across departments
- Alignment to district priorities and outcomes

### The 4 Key Questions

1. **What outcomes are we responsible for?**
   - Service levels, timelines, compliance, stakeholder experience
2. **How will we know if it's working?**
   - Metrics, dashboards, feedback, service data
3. **What will we do if it's not working?**
   - Process improvements, workflow changes, training
4. **How will we replicate and scale what works?**
   - Standardization, documentation, cross-team sharing

### What Operational PLCs Focus On

- Systems and processes (not instruction)
- Efficiency and effectiveness
- Service quality and reliability
- Continuous improvement cycles

### What It Looks Like in Practice

- Regular team meetings (monthly or aligned to cycles)
- Review of key performance data
- Identification of problems of practice
- Action planning and follow-up
- Shared accountability for results

### Examples of Data Used

- Response times (HR, Tech, Maintenance)
- Staffing and vacancy trends
- Budget and financial reports
- Work order completion rates
- Employee and stakeholder feedback
- Compliance indicators

### Outputs You Should Expect

- Improved workflows and processes
- Clearer systems and procedures
- Better service delivery to campuses
- Data-driven adjustments and decisions

### Instructional vs. Operational PLCs

| Instructional PLCs | Operational PLCs |
|---|---|
| Focus on student learning | Focus on systems & services |
| Teachers & campus staff | District departments |
| Instruction & curriculum | Processes & operations |
| Direct impact on student learning | Indirect (but essential) support |

# DISCUSSION

# Leander ISD Board Meeting Agenda Item Information

**Meeting Date: Thursday, July 23, 2026**

| | |
|---|---|
| **Agenda Item:** | Discussion of Strategic Alignment of Board Goals and Operations |
| **Purpose:** | ☒ Discussion Item/Report Only ☐ Action Requested |
| **Administrator Responsible:** | Chris Clark, Ed.D., Superintendent of Schools |
| **Attachments:** | Strategic Alignment of Board Goals and Operations Presentation |

**Background Information:**

The Board of Trustees has worked to establish student outcome goals and superintendent guardrails during the Spring 2026 semester. Additionally, the Board of Trustees has spent time learning about Professional Learning Communities to support the work necessary to achieve the goals. Tonight's discussion is a time focused on establishing processes and practices to inform potential updates to the Board Operating Procedures for the 2026-2027 school year. The Board Operating Procedures that will be discussed include:

- Board/Administration Communication & Information Management
- Board Meeting Efficiency & Effectiveness
- Board Committees & Development
- Board Professional Learning Communities Implementation Guide

**Alignment to Board Goals & Student Outcomes**:

Establishing efficient and effective operating procedures ensures the board is able to focus Board Meeting time and other Board work on governance related to student outcome goals.

**Administrative Recommendation:**

N/A

**Sample Motion:**

N/A

July 23, 2026

# Discussion of Strategic Alignment of Board Goals and Operations

# PURPOSE

The purpose of tonight's governance discussion is to align processes and expectations that will improve practices relating to the following aspects to the Board Operating Procedures:



- Board/Administration Communication & Information Management
- Board Meeting Efficiency & Effectiveness
- Board Committees & Development
  - Board Professional Learning Communities (PLC) Implementation Guide

# Board/Administration Communication & Information Organization

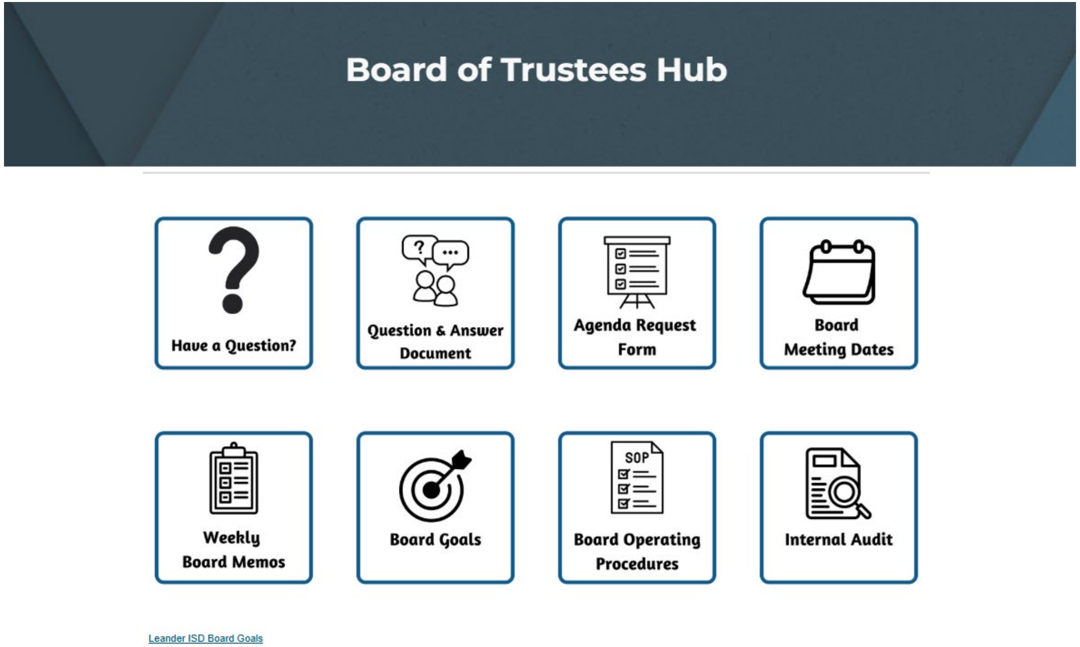
# Why is Board/Administration Communication so Important?

- Superintendent is the chief communicator with board members.
  - Communication related to governance, Board deliberations, or district business should always include the superintendent.



- Misaligned communication creates an imbalance in ability to govern, confusion, and frustration.

# Communication Tools, Systems, & Processes

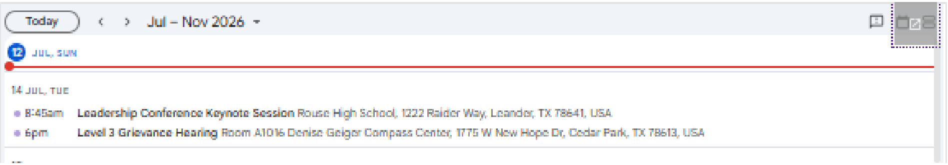


# Communication Tools, Systems, & Processes

- Board Governance
- Committees and Advisory Groups
- District Plans and Data
- External Agency Resources
- Quick Access and Archives

68

## Board Meetings and Events RSVPs



# Communication Tools, Systems, & Processes

LEANDER ISD

## Board Member Information Request Form

This form is designed to streamline Board Member requests for information and data from district departments. Please provide as much detail as possible to ensure your request is directed to the appropriate staff member or department and can be addressed efficiently and accurately. Incomplete requests may result in delays or the need for additional clarification.

# Communication Tools, Systems, & Processes: Weekly Memo

LEANDER ISD
LEADING TO A BRIGHT FUTURE

TO: All Board Members
FROM: Chris Clark, Ed.D.
DATE:
SUBJECT: Weekly Board Update

| Weekly Update from Dr. Clark | |
|---|---|
| Celebrations | • Chris will add relevant information here from cabinet weekly updates |
| Updates/Other Information* | • Chris will add relevant information here from cabinet weekly updates<br>• information that doesn't fit somewhere else below.<br>• Legislative Information<br>  ○ ANCIRA Newsletter<br>  ○ HillCo Newsletter<br>  ○ TASB Newsletter<br>• PIR Update |

*If you have follow up questions, please submit them here.

| Superintendent & Cabinet Campus Visits | | | |
|---|---|---|---|
| Supt. Visits This Week | Supt Running Total | Cabinet Visits This Week | Cabinet Running Total |
| | | | |

| Follow Up from Previous Board Meetings* | |
|---|---|
| Meeting Date | Follow Up Questions/Information |
| | |
| | |

*Questions will also be added to the board questions & answers index below. If you have follow up questions, please submit them here.

| Preparation for Upcoming Board Meetings* | |
|---|---|
| Meeting Date | Agenda Item & Preview Information for Board Members |
| | |

| Board Member Questions & Answers* | | |
|---|---|---|
| Below are the most recently asked/answered questions and answers. | | |
| Question | Answer | Administrator |
| | | |
| | | |

70

*Questions will also be added to the board questions & answers index below. If you have follow up questions, please submit them here.

| Board Calendar, Invitations, and Important Dates | |
|---|---|
| Please remember to let Cindy know when you plan to attend an event. This allows her to add you to the Board Group Calendar invitation, remain compliant with board operating procedures, and ensure we can prevent any quorum issues. | |
| Upcoming Meeting Reminders | |
| New Invitations | |
| Board Calendar | All invitations & dates can be found on the Board Google Calendar, including:<br>• Invitations Previously Shared |

# DISCUSSION

72

# Board Meeting Efficiency & Effectiveness

# Board Meeting Efficiency & Effectiveness: Team of 8 Norms Video

73

# Board Meeting Efficiency & Effectiveness: Planning

| Structure for 2026-27 Board Meeting Agenda Planning | | | |
|---|---|---|---|
| Insert Board Meeting Date | | | |
| **Category** | **Agenda Item** | **Time** | **Administrator** |
| **Recognition/ Spotlight** | Spotlight on Learning | 10 min | Area Supt |
| **Consent Agenda** | | | |
| **Superintendent Report** | | 15 min | Supt |
| **Student ~~Experience~~ Learning** | District Improvement Plan Updates | | |
| | Board Goals Monitoring | | |
| | Scorecard Updates | | |
| | | | |
| **Governance** | Board Learning<br>• Campus Visits<br>• PLC Implementation Guide | | |
| | Board Committee Updates (as needed) | | |
| | | | |
| | | | |
| | | | |
| **Operations** | | | |
| | | | |
| **Closed Session** | | | |
| | | | |

| Board Meeting Dates | Recognition/ Spotlight | Time | Public Hearing | Time | Consent Agenda | Time | Superintendent Report | Time | Student Learning | Time | Governance Board Learning/Cmte Update | Time | Operations | Time | Closed Session | Time | Total Time |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | Results | | | | |
| August 6 | None | - | N/A | - | Library Resources | 5 | Superintendent Report | 15 | Discussion and Consider Adoption of the 2026-2027 Student Code of Conduct | 30 | | | Safety/Security 3yr Audit Report | 5 | Safety/Security 3yr Audit Report | 35 | 2:30 |
| | | | | | Minutes | | | | Board Goals Monitoring | 30 | | | Budget Update (25/26 and 26/27) | 30 | | | |
| | | | | | WILCO JJAEP | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| August 17* Monday | | 10 | 2026-27 Tax Rate | 20 | Adjunct Staff Grant (WILCO/Travis) | 5 | Start of School Update | 20 | Innovative Course Proposal | 20 | Order of Election (Trustee, Bond, VATRE) | 15 | Approve 20XX Property Tax Rate Ordinance | 10 | District-wide Intruder Detection Audit | 20 | 3:05 |
| | | | | | Minutes | | | | | | Approve All Matters Related to Bond Election | 15 | Annual Invest Report | 15 | | | |
| | | | | | TSU Teacher Fellow Program | | | | | | Approve Travis/WILCO Joint Election | 10 | Consider Approval of a Resolution of Review of Investment Policy & Strategies | 10 | | | |
| | | | | | Supt Professional Organization Membership | | | | | | | | Teacher Certificate Waivers | 10 | | | |
| | | | | | Resolution Bond Dealers and Authorized Invest Train | | | | | | | | Approve Budget Amendment | 5 | | | |
| Sept 3 | | 10 | N/A | - | Minutes | 5 | Superintendent Report | 15 | CBAS Annual & State Accountability Reports | 60 | | | Whitley Penn Efficiency Audit | 20 | | | 2:25 |
| | | | | | | | | | | | | | Budget Update (25/26 and 26/27) | 30 | | | |
| | | | | | | | | | | | | | TCAD/WCAD Nominations | 5 | | | |
| Sept 17 | | 10 | N/A | | Minutes | 5 | Superintendent's Report | 15 | Board Goal Report: Guardrail 5 (Department Plans) | 45 | Discussion of 90th Legislative Priorities | 30 | Approve Budget Amendment | 5 | District-wide Intruder Detection Audit | 20 | 2:20 |
| | | | | | SHAC Membership | | | | | | Annual Senate Bill 12: Annual Certification of Compliance with Certain Laws | 10 | | | | | |
| | | | | | Travis County JJAEP | | | | | | | | | | | | |
| October 1 | | 10 | N/A | - | Minutes | 5 | Superintendent's Report | 15 | Board Goal Report: Guardrail 4 (Family Engagement) | 45 | | | | | HR Quarterly Update Resignations and New Hires (July - Sept) | 20 | 1:35 |
| October 15 | | 10 | N/A | - | Library Resources | 5 | Superintendent's Report | 15 | Board Goal Report: Interim Goals 1-3 (Math) | 45 | Annual Announce Board Member Continuing Ed | 10 | PASA Report | 60 | District-wide Intruder Detection Audit | 20 | 5:40 |
| | | | | | Minutes | | | | 26-27 Instructional Materials Selection Process | 20 | Board Learning from Campus Visits | 30 | Budget Update and Budget Assumptions | 30 | Superintendent Formative Evaluation | 45 | |
| | | | | | Approve DIPS & CIPS | | | | Global Languages/Culture Update | 20 | | | Approve ACFR | 10 | | | |
| | | | | | | | | | District Improvement Plan (Student Learning) | | | | Approve Purchase Attendance Credit & Delegate Authority to Obligate | 10 | | | |
| | | | | | | | | | | | | | Budget Amendments | 10 | | | |

# Board Meeting Efficiency & Effectiveness: Board Letter

## Leander ISD Board Meeting Agenda Item Information

**Meeting Date: Thursday, Select Board Meeting Date**

| | |
|---|---|
| **Agenda Item:** | Enter the name exactly as it will appear on the Agenda in BoardBook |
| **Purpose:** | ☐ Discussion Item/Report Only ☒ Action Requested |
| **Action Requested:** | Write the Board Meeting Date when action is being requested, if applicable |
| **Administrator Responsible:** | Name(s) of the administrator responsible and presenters, their degree initial if applicable, and position title (i.e., John Doe, Ed.D., Chief of Everything). Guest presenters who are not LISD staff should have their title, organization, and/or role written after their name (i.e., John Doe, President, Harris Strategic Partners, LLP) |
| **Attachments:** | List Attachment(s) on separate lines. If there are no attachments, write N/A |

**Background Information:**
Enter background information here. Include a summary of any previous Board Meeting discussions, actions, or decisions related to this topic. Also include any relevant updates, changes, new information, stakeholder feedback, and developments that have occurred since the item was last presented to the Board. Related information may include previous Board direction, adopted motions, associated studies or reports, prior approvals, and other actions that provide historical context for the current agenda item. If the topic has been discussed previously by the Board, a link to the applicable Board meeting agenda(s) must be included.

**Alignment to Board Goals & Student Outcomes**:
Provide a brief summary describing how the agenda item supports Board Goals and/or Superintendent Guardrails. Identify the specific goal(s) and guardrail(s) advanced by this item and explain the connection between the recommendation and the expected impact on student achievement, student experience, operational effectiveness, fiscal stewardship, or organizational priorities. Where applicable, include measurable outcomes, performance indicators, or anticipated results that demonstrate alignment with Board-adopted goals. If the item does not directly align with a Board Goal or Student Outcome, explain the operational, legal, financial, compliance, or governance necessity of the item.

**Administrative Recommendation:**
- If a date is written next to "Action Requested" above, write what the Board will be asked to approve and the meeting date.
- If action is being taken at the current meeting, write the administration's recommended action.
- If no action is being taken at this or a future meeting, write "N/A"

**Sample Motion:**
- If action will be taken at a future meeting, write "N/A"
- If action is being taken at the current meeting, write out the motion.
- If no action is being taken, write "N/A"

75

# DISCUSSION

77

# Board Committees & Development

# Board Committees

## Administrative Support

- Audit Committee (Kimberly Waltmon)
- Board Grievance Committee (Chris Clark)
- Board Operating Procedures Review Committee (Chris Clark)
- Legislative Priorities Committee (Angela Hodges)
- Policy Review Committee (Chris Clark)
- School Safety and Security Committee (Sha Rogers, Chris Clark, Kimberly Waltmon, Angela Hodges)

**Board Committees**

- Advisory Board Litigation Committee
    - Chair: Anna Smith
    - Sade Fashokun and Laura Marques
- Audit Committee
    - Chair: Sade Fashokun
    - Representatives: Anna Smith and Nekosi Nelson
- Board Grievance Committee
    - Board Member Rotation
- Board Operating Procedures Review Committee
    - Chair: Anna Smith
    - Representative: Nekosi Nelson
- Legislative Priorities Committee
    - Chair: Trish Bode
    - Representatives: Gloria Gonzales-Dholakia and Anna Smith
- Policy Review Committee
    - Chair: Trish Bode
    - Board Representatives: Sade Fashokun
- School Safety and Security Committee
    - Administrator Responsible: Sha' Rogers
    - Board Representatives: Anna Smith and Sade Fashokun

***********************************************************************************

# Board Committees

## Administrative Support

- Plans of Work
  - August 6 Board Meeting
  - Template

### LISD Board Committee Plan of Work

**Committee Information**

- **Committee Name:**
- **Chairperson:**
- **Members:**
- **Planning Period:**

**Purpose of the Committee**

1.
2.
3.

**Committee Goals**

1.
2.

**Success Criteria**

1.
2.

**Key Priorities/Activities**

1.
2.
3.

**Meeting Schedule**

- Meeting Frequency and time:
- Meeting Dates:

**End-of-Period Review**

- **Achievements:**
- **Challenges:**
- **Recommendations for Next Period:**

# DISCUSSION

# Board Development

## Two Types of Learning

- Learning about the work occurring in the system to inform governance related to:
  - Board Goals
  - Scorecard & Superintendent Evaluation Tool
  - Presentation tonight that demonstrates alignment of this work.

- Learning how to improve practices related to governance and board operations
  - What are board needs from conferences, retreats, other?
  - Board PLC Implementation Guide

# DISCUSSION

# Board Development - PLC Implementation Guide Use

# From Learning to Leading

## In December, we explored:

- The Board's role in a Professional Learning Community (PLC)
- How governance influences student outcomes
- What PLC leadership looks like for the Team of 8



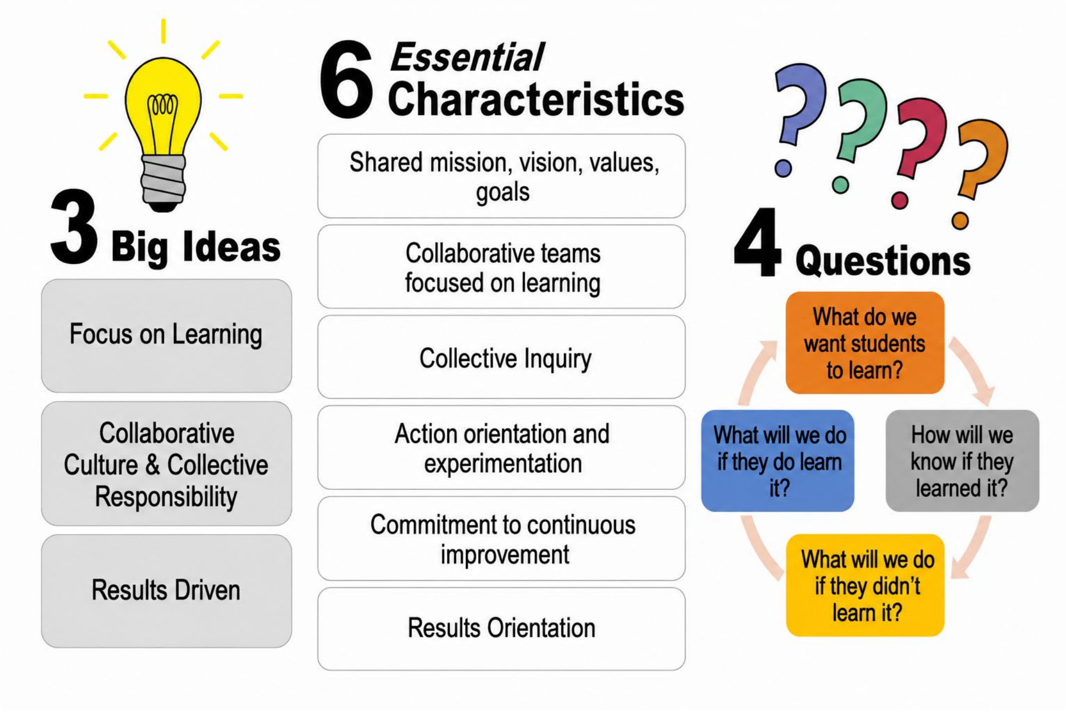
## Today, we'll:

- Reconnect to the PLC concepts introduced during the December workshop.
- Review the structure and purpose of the Board PLC Leadership Rubric.
- Explore the key practices that support districtwide PLC implementation.
- Prepare to complete an individual Board PLC self-assessment.

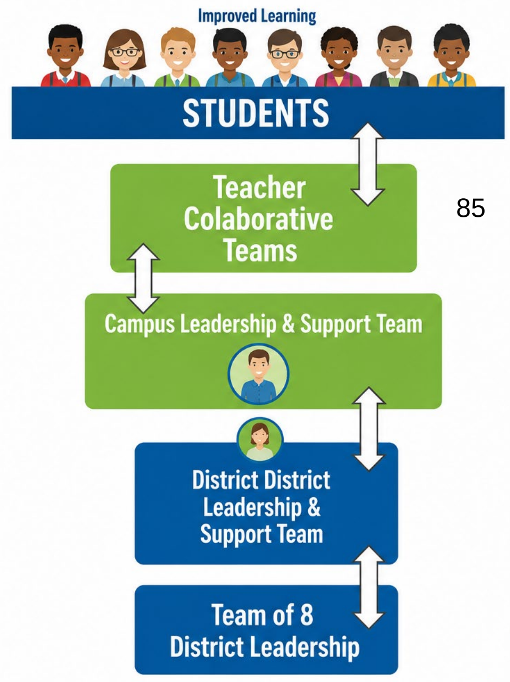
Discussion of Strategic Alignment of Board Goals and Operations

# Leading PLCs Districtwide: From Boardroom to Classroom

## What is a Professional Learning Community?




## Theory of Action




85

# Leading PLCs Districtwide: From Boardroom to Classroom

**Leander ISD PLC Implementation Guide (2025-26)**

| Team Element | Key Actions | PLC Bright | PLC Right | PLC Lite |
|---|---|---|---|---|
| PLC Foundational Practices<br>*Educators work in collaborative teams, rather than in isolation, and take collective responsibility for the learning of ALL students.* | • Clarify Meeting Purpose<br>• Develop Working Agreements<br>• Engage in Shared Learning<br>• Utilize Processes to Foster Productivity<br>• Commit to Collective Responsibility for All | Teachers meet in collaborative teams, efficiently using their designated, protected time within the regular school day.<br>They utilize norms, goals, and protocols; celebrate successes; work interdependently; and leverage team member strengths to learn together and improve their practice to maximize impact on ALL students' learning. | Teachers meet in collaborative teams during designated, protected time within the regular school day.<br>They write and use norms and goals, and ensure equitable participation of team members in learning together and planning for student learning. | Teachers inconsistently meet in collaborative teams during or only in parts of designated, protected time within the regular school day.<br>They work together with varied levels of participation, calendar lessons and materials without discussion of instructional practice, and/or focus on operational details. |
| Q1: **What do we want our students to know and be able to do?**<br>*Collaborative teams implement a guaranteed and viable curriculum, unit by unit, focusing on student learning and attainment of Graduate Profile skills, rather than coverage of the curriculum.*<br>Student Q1: What do I need to know and be able to do? | • Prioritize Essential Standards<br>• Identify Learning Targets<br>• Create "I Can" Statements<br>• Determine Proficiency Levels/Scales<br>• Consider Strategies & Unit Pacing<br>• Plan for Student Learning Needs Within Tier 1 Instruction<br>• Implement Processes for Student Ownership | Teams prioritize and unpack standards; identify progression of learning targets; write student "I can" statements; create common pacing within LISD units of study; and integrate practices that support deeper learning, student ownership of learning, and attainment of Graduate Profile skills.<br>Students know the unit/lesson learning targets and make personal connections to the Graduate Profile. | Teacher teams prioritize and unpack standards, identify learning targets within LISD units of study, and discuss practices that support student ownership of learning related to the targets.<br>Students know the unit/lesson learning targets. | Teachers deliver standards-based lessons using what they know, like the most, have materials for, or what is included/next in the textbooks. |
| Q2: **How will we know if each student has learned it?**<br>*Collaborative teams and students monitor learning and attainment of the Graduate Profile through an ongoing assessment process that includes frequent, team-developed, common formative assessments.*<br>Student Q2: How will I know that I'm learning and growing? | • Develop Common Assessments<br>• Align Assessment Procedures<br>• Collect & Organize Assessment Results<br>• Analyze Student Work & Data<br>• Reflect on Quality of Assessments & Revise<br>• Analyze the Impact of Instructional Practices<br>• Implement Processes for Student Ownership | Teacher teams collaboratively create or agree upon valid and reliable common formative and summative assessments within each unit.<br>Teacher teams use protocols to analyze common assessment results, identify students who need intervention and extension, and determine which practices best support student learning.<br>Students reflect, set goals, and engage in feedback loops to track progress within and across units and on Graduate Profile skills. | Teach creat asses<br>Teach comm asses interv<br>Stude units. | |
| Q3: **How will we respond when some students do not learn it?**<br>Q4: **How will we extend learning for students who have demonstrated mastery?**<br>*Collaborative teams use common assessment results to improve individual practice, build team capacity, and intervene for and extend student learning and attainment of the Graduate Profile.*<br>Student Q3 & 4: What steps can I take when I need help with my learning? What steps can I take to extend my learning? | • Design and Implement Interventions<br>• Design and Implement Extensions<br>• Monitor, Adjust, and Assess Learning<br>• Utilize a System of Team and Campus Support<br>• Implement Processes for Student Ownership | Teacher teams leverage each others' strengths while building collective capacity to provide students with extension and targeted and timely interventions that are systematic, practical, and effective, without missing direct instruction in another core subject.<br>Students know what steps to take when they struggle or excel with learning targets and/or Graduate Profile skills. | Teach exten syste<br>Stude perfo | |

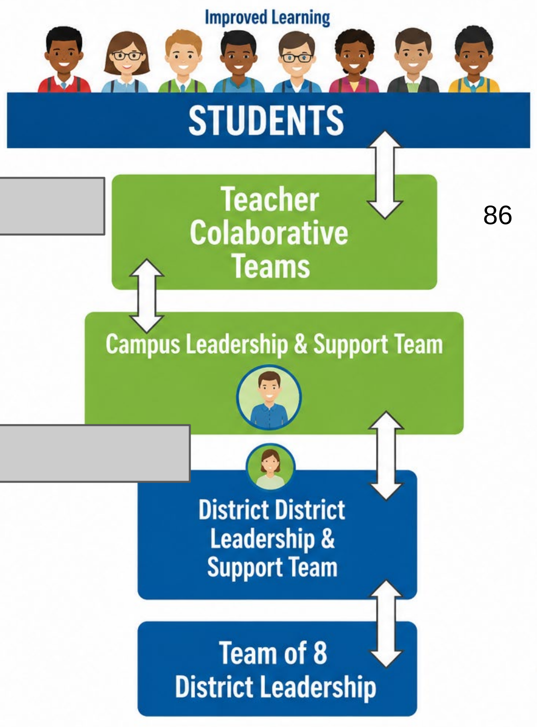
*Last updated 8/2/25*

**PLC Leadership Implementation Guide - Leander ISD**

**Audience for the Leadership Implementation Guide:**
Campus and District Leadership (Principals, Asst Principals, DOIs, Associate Principals, Central Office Directors, Coordinators, etc)
**Purpose:**
The PLC Leadership Guide below is based on a single point rubric, focused on the "Right" column (Lite, Right, Bright). We are starting with a single point rubric as we want to build coherence and calibration of the language. The desire is to provide a growth accelerator with clear expectations for district leadership, to foster dialogue, and allow for qualitative feedback as we continue to strengthen our LISD Professional Learning Community.

| Key Action | Right *(Strategic-Consistent)* |
|---|---|
| **Foundational Practices of District Leadership** | |
| Campus leadership establishes and sustains a high-functioning PLC culture by protecting collaborative time; ensuring all staff have access to collaborative structures and district-aligned protocols; maintaining clear expectations, accountability, and support; and monitoring implementation through self-assessment, feedback, coaching, and evidence of student learning. Leaders build shared ownership for continuous improvement, celebrate progress, and keep PLC work centered on strengthening Tier 1 instruction and improving student outcomes. | • PLC Collaborative time is built into the master schedule (during the week; PL days) and protected, shielded from administrative interruptions<br>• Ensure PLC collaborative teams create and follow agendas focused on instructional practices, student learning and outcomes, addressing the 4 PLC questions<br>• Establish a system to ensure district leadership visibility and engagement in PLCs<br>• Monitor PLC implementation within collaborative teams and provides feedback and coaching to strengthen team effectiveness<br>• Create and lead a campus-based guiding coalition to develop PLC leader and staff capacity<br>• Complete self evaluation with the PLC *Leadership* Implementation Guide and ensure all teachers complete the Teacher PLC Implementation Guide: Collaborative Team Reflection Tool<br>• Prioritize Fine Arts, Athletics, Academic electives and singleton staff collaborate in role-alike groups during the school year<br>• Integrate New-to-LISD staff into PLC culture through their collaborative team and campus leaders |

## Theory of Action




86

# Board PLC Leadership Rubric

| LISD Board PLC Implementation Guide | | | |
|---|---|---|---|
| Team Element → PLC Foundation: Leadership, Vision and Culture | | | |
| Key Action | PLC Bright | Perf. Level → PLC Right | PLC Lite |
| **Vision, "Why" & Expectations** Cast a compelling vision and clarify the "why" and expectations for the PLC work. | • Board formally adopts a clear PLC vision and "why" grounded in student outcomes.<br>• Expectations are specific, measurable, and connected to student groups.<br>• Board decisions, monitoring, and accountability consistently align to PLC outcomes. | • Board communicates a clear PLC vision and purpose.<br>• Expectations for student learning and success are generally defined.<br>• Board discussions and policies reference goals, outcomes, and success metrics. | • PLC "why" is unclear or loosely connected to student outcomes.<br>• Expectations for success are broad or inconsistent.<br>• Limited clarity exists around how PLCs improve outcomes for specific student groups. |

Key Action →

87

## Components of the Implementation Guide:

- Team Elements (4)
- Key Actions (11)
- Performance Levels (3)

# Self-Assessment Step-Through

1. Read the Key Action Statement.
2. Begin with the RIGHT column and read the first indicator (bullet).
3. Read the corresponding indicator in the BRIGHT and LITE columns.
4. Based on your individual perspective and the evidence you have, determine which performance level best reflects the Board's current practice.
5. After considering all indicators, select an overall rating of Bright, Right, or Lite based on the preponderance of evidence.

## LISD Board PLC Implementation Guide - Self Assessment

Your email will be recorded when you submit this form

* Indicates required question

**PLC Foundation: Leadership, Vision and Culture**



**Vision, "Why", & Expectations** *

| Key Action | PLC Bright | PLC Right | PLC Lite |
|---|---|---|---|
| **Vision, "Why" & Expectations** Cast a compelling vision and clarify the "why" and expectations for the PLC work. | • Board formally adopts a clear PLC vision and "why" grounded in student outcomes.<br>• Expectations are specific, measurable, and connected to student groups.<br>• Board decisions, monitoring, and accountability consistently align to PLC outcomes. | • Board communicates a clear PLC vision and purpose.<br>• Expectations for student learning and success are generally defined.<br>• Board discussions and policies reference goals, outcomes, and success metrics. | • PLC "why" is unclear or loosely connected to student outcomes.<br>• Expectations for success are broad or inconsistent.<br>• Limited clarity exists around how PLCs improve outcomes for specific student groups. |

- ○ PLC Bright
- ○ PLC Right
- ○ PLC Lite

# DISCUSSION

# Leander ISD Board Meeting Agenda Item Information

**Meeting Date: Thursday, July 23, 2026**

| | |
|---|---|
| **Agenda Item:** | Discussion and Consider Approval of the 2026-27 Superintendent Evaluation Instrument |
| **Purpose:** | ☐ Discussion Item/Report Only ☒ Action Requested |
| **Administrator Responsible:** | Angela Hodges, Ed.D., Deputy Superintendent of Learning and Innovation |
| **Attachments:** | 2026-27 Superintendent Evaluation Instrument Presentation<br>Leander ISD 2026-27 Superintendent Evaluation Draft (*Revised and Uploaded in BoardBook 07-22-26*)<br>Leander ISD Board Goals Scorecard<br>Board Monitoring Plan |

**Background Information:**

During the June 18, 2026, Board meeting, the Board discussed the development of a more aligned and focused framework for monitoring district performance and evaluating the Superintendent. The discussion emphasized the need to connect the Superintendent evaluation, Board-adopted goals (May 7, 2026) and guardrails (May 21, 2026), district performance indicators, and ongoing monitoring processes into a coherent system.

Administration will provide an update on the proposed Superintendent evaluation framework, district scorecard, and monitoring plan. The presentation will illustrate how these components work together to establish clear expectations, monitor progress throughout the year, and support transparent communication between the Board and administration.

**Alignment to Board Goals & Student Outcomes**:

The proposed Superintendent evaluation, scorecard, and monitoring plan directly support the Board's responsibility to establish priorities, define expected student outcomes, and monitor progress toward those outcomes. The framework aligns the Superintendent's evaluation with the Board's student outcome goals and guardrails while creating a clear line of sight from Board priorities to the District and Campus Improvement Plans, department plans, and administrative monitoring structures.

The scorecard prioritizes measurable student performance indicators, including mathematics achievement, growth, and performance among identified student groups, while also incorporating leading indicators that allow the district to respond before annual outcomes are finalized. The monitoring plan establishes a consistent cadence for reviewing progress, identifying implementation challenges, and communicating status to the Board. Together, these components are intended to strengthen accountability, organizational coherence, instructional focus, and the district's capacity to improve student outcomes.

**Administrative Recommendation:**

Administration recommends the Board approve the 2026-27 Superintendent Evaluation Instrument.

**Sample Motion:**

I move the Board approve the 2026-27 Superintendent Evaluation Instrument, as stated during tonight's meeting.

July 23, 2026

# Discussion and Consider Approval of the 2026-27 Superintendent Evaluation Instrument

# PURPOSE

To provide the Board with a clear, aligned framework for understanding how the scorecard, superintendent evaluation, and quarterly monitoring plan work together to establish priorities, assess progress, and support timely governance oversight throughout the year.

# One System, Three Connected Tools

Each tool answers a different governance question and the quarterly cycle keeps them connected.

01

## Scorecard

Tracking outcomes, progress toward guardrails, and structures to maximize this tracking.

02

## Quarterly Monitoring

What does the evidence show now and what changes next?

03

## Superintendent Evaluation



How effective is the superintendent leading the work?

**Quarterly Cadence:** October, February, May, and July

# Scorecard

## Scorecard Objective

A focused scorecard is focused on interim goals that will help us with our overall goals attainment. Key lens is all students and students classified as economically disadvantaged.

### Interim Focus Areas

- Grade 3 Math
- Grade 6 Math
- Algebra I
- Postsecondary Readiness

### Layers of Evidence



- Student Outcomes (Summative and Formative)
- Implementation Goals
- Guardrails

# The Superintendent Evaluation: Balanced and Evidence-Based

Four equally weighted priorities, reviewed through quarterly evidence rather than a single year-end conversation.

**25%**

### Student Outcomes & Infrastructure

Scorecard progress, monitoring systems, PLC* and curriculum implementation.

**25%**

### Educational Leadership

Student success, coherent planning, continuous improvement and leadership capacity.

**25%**

### District Management

Financial stewardship, operation, facilities, personnel and organizational systems.

**25%**

### Board & Community

Governance support, policy implementation, communication and engagement.

*Professional Learning Community (PLC)

# Quarterly Monitoring

A predictable cycle moves from baseline, to midyear adjustment, to implementation review, to summative results.

### Oct 15th
**Baseline**

Establishes initial performance markers for the school year.

### Feb 11th
**Midyear**

Reviews ongoing progress and coordinates necessary adjustments.

### May 20
**Review**

Conducts thorough review culminating evidence.

### July 22
**Summative**

Finalizes annual outcomes and evaluation results.



**Between Quarterly Reports**

School Board campus and facility walks, monitoring presentations and artifacts will provide direct evidence of implementation, stakeholder experience, and operational assurance.

# DISCUSSION

# Leander ISD Superintendent Evaluation

2026–2027 Evaluation Cycle: Quarter 1

| | |
|---|---|
| **Superintendent** | |
| **Evaluation Period** | |
| **Date of Review** | |
| **Board President** | |

**Priority 1 — Student Outcomes and Monitoring Infrastructure Weight: 25%**

The Board has identified the following student outcome areas as priorities:

1. Grade 3 Reading and Mathematics
2. Grade 6 Reading and Mathematics
3. English I and Algebra I
4. Postsecondary Readiness, including TSI readiness

**The Superintendent will:**

A. Establish Student Outcome Monitoring Infrastructure

- finalize or refine Board scorecard baselines, annual targets, student-group expectations, and progress-measure definitions;
- establish a predictable Board monitoring calendar for student outcomes and guardrail assurance;
- create a consistent format for monitoring reports that includes current performance, trends, student-group results, variance analysis, and corrective actions;
- establish a process for identifying when outcomes or student groups are materially off track;
- ensure that corrective actions include clear ownership, timelines, implementation evidence, and follow-up monitoring;
- align major initiatives, resource decisions, strategic planning, and campus-support structures to Board priorities; and
- establish clear distinctions among student outcomes, progress measures, implementation evidence, and guardrail assurance.

B. Lead High-Leverage Improvement Work

- implements PLC structures and routines that prioritize essential and high-impact standards and use common formative assessments, student work, and other evidence of learning to identify underperformance and drive timely instructional response.
- implementation monitoring of high-quality instructional materials, pacing, standards alignment, cognitive demand, and embedded supports;
- use of BOY, MOY, and EOY universal-screening data to identify student needs and monitor growth;
- attendance and discipline monitoring as conditions that affect student learning;
- development of targeted college-readiness supports, including diagnostic review, tutoring, coursework monitoring, outreach, and student follow-up; and

**Evidence Reviewed**

- Board Goals Scorecard and monitoring reports;
- universal screener, STAAR, EOC, PSAT, SAT, TSIA2, attendance, and discipline data;
- student-group trend and gap analyses;
- PLC implementation evidence;
- curriculum implementation, and walkthrough evidence;
- survey and perceptual data;
- documentation of corrective actions and follow-up monitoring; and

Superintendent Evidence:

Board Comments:

**Priority 2 — Educational Leadership, Weight: 25%**

The Superintendent provides leadership and direction for the development of an educational system based on excellence, equity, student learning, continuous improvement, and the Board's identified priorities.

The Superintendent:

A. Student Success and Learning

- uses district, campus, and student-group performance data to guide instructional and support priorities;
- ensures that instructional programs and student supports are responsive to student need;
- establishes systems for monitoring the effectiveness of programs, supports, and initiatives;
- ensures that professional learning is aligned to student needs, district priorities, high-quality curriculum, and evidence-based instructional practices;
- promotes rigorous, standards-aligned instruction and meaningful learning experiences for students;
- monitors access, participation, and outcomes for students historically underserved by district systems.

B. Planning, Organization, and Continuous Improvement

- leads a coherent strategic planning process across district functions;
- ensures that district priorities, department plans, campus plans, and resource decisions are aligned;
- uses structured problem solving, decision making, and conflict resolution to address complex district issues;
- creates clear ownership, timelines, and accountability structures for major initiatives; and
- uses feedback and evidence to refine district systems and improve execution.

C. Leadership Development and Talent Capacity

- develops leadership capacity among executive leaders, principals, assistant principals, directors, and other key staff;
- establishes clear performance expectations for leaders;
- ensures that leadership development is aligned to instructional priorities, district goals, and campus needs;
- builds internal capacity to lead data analysis, instructional improvement, and change management; and
- creates conditions that support recruitment, retention, professional growth, and succession planning.

Superintendent Evidence:

Board Comments:

**Priority 3 — District Management, Weight: 25%**

The Superintendent demonstrates effective planning and management of district finances, operations, personnel, facilities, risk, and organizational capacity.

The Superintendent:

A. Financial Stewardship and Resource Alignment

- prepares budget recommendations aligned to Board priorities and available resources;
- ensures that major resource recommendations identify the student outcome goal served, intended academic impact, fiscal implications, staffing implications, and implementation capacity;
- provides transparent information regarding significant financial decisions;
- aligns staffing and resource decisions to student needs and district priorities; and
- ensures that financial stewardship supports both immediate operational needs and long-term district sustainability.

B. Operations, Facilities, and Organizational Systems

- ensures effective, efficient, and reliable district operations;
- provides for safe, functional, and well-managed facilities, transportation, maintenance, food service, technology, and other operational services;
- identifies operational risks and implementation barriers that could affect student learning or district performance;
- ensures that facilities and operational decisions are aligned to district growth, student needs, and Board priorities;
- monitors key operational performance indicators; and
- ensures that district processes support, rather than impede, effective campus operations and instructional improvement.

C. Personnel and Student Management

- makes personnel recommendations based on district needs, policy, and established procedures;
- ensures equitable, lawful, and strategic personnel practices;
- supports competitive compensation, benefits, recognition, and professional-growth systems;
- maintains effective systems for employee performance management and development;

Superintendent Evidence:

Board Comments:

**Priority 4 — Board and Community Relations, Weight: 25%**

The Superintendent maintains productive, transparent, and professional relationships with the Board of Trustees, staff, families, students, community members, and external partners.

The Superintendent:

A. Board Governance and Information Dissemination

- provides timely, accurate, and sufficiently complete information to support Board governance decisions;
- informs the Board of significant issues, risks, opportunities, and required decisions in a timely manner;
- prepares Board agendas, materials, and recommendations that are clear, well organized, and aligned to Board priorities;
- distinguishes between Board governance responsibilities and administrative implementation responsibilities;
- provides information that allows the Board to monitor student outcomes, guardrails, programs, and operations effectively;
- supports the Board in maintaining a predictable monitoring calendar and governance process; and
- ensures that Board actions, policies, and directives are implemented appropriately.

B. Policy Development and Implementation

- provides sound advice and recommendations to the Board regarding local policy issues;
- develops and maintains administrative procedures necessary to implement Board policy;
- interprets and supports Board policies and decisions;
- identifies when policies, procedures, or governance practices require refinement;
- ensures that district practices are aligned with legal requirements, Board policy, and district commitments; and
- promotes consistent policy implementation across campuses and departments.

C. Community Engagement and Relationships

- communicates openly and effectively with staff, students, families, and community members;
- promotes meaningful opportunities for stakeholder input and engagement;
- ensures that communication and engagement strategies reach families and communities historically underrepresented in traditional district structures;
- responds appropriately to community needs, concerns, and emerging issues;
- builds productive relationships with community partners, elected officials, and external organizations;
- promotes public confidence in the district through transparency, responsiveness, and consistent communication; and
- supports a positive district culture that reflects respect, professionalism, collaboration, and shared responsibility for student success.

Superintendent Evidence:

Board Comments:

# Overall Evaluation Determination

In making the overall determination, the Board will consider the Superintendent's performance across all four priority areas.

The Board will give balanced consideration to:

- progress toward Board priorities and student outcomes;
- quality and sustainability of the monitoring infrastructure established;
- effectiveness of educational leadership and implementation;
- fiscal, operational, and personnel stewardship;
- quality of Board support, communication, and community engagement; and
- responsiveness to challenges, risks, and evidence of uneven progress.

**Overall Determination:**

- ☐ Exceeds Expectations
- ☐ Meets Expectations
- ☐ Partially Meets Expectations
- ☐ Does Not Meet Expectations

## Board Commendations

1. ____________________
2. ____________________
3. ____________________

## Priorities for the Next Evaluation Cycle

1. ____________________
2. ____________________
3. ____________________

## Superintendent Response

____________________

____________________

____________________

____________________

| Board President Signature | Date |
| --- | --- |
| | |

| Superintendent Signature | Date |
| --- | --- |
| | |

# Leander ISD Superintendent Evaluation

2026–2027 Evaluation Cycle: Quarter 2

| | |
|---|---|
| **Superintendent** | |
| **Evaluation Period** | |
| **Date of Review** | |
| **Board President** | |

**Priority 1 — Student Outcomes and Monitoring Infrastructure Weight: 25%**

The Board has identified the following student outcome areas as priorities:

5. Grade 3 Reading and Mathematics
6. Grade 6 Reading and Mathematics
7. English I and Algebra I
8. Postsecondary Readiness, including TSI readiness

**The Superintendent will:**

A. Establish Student Outcome Monitoring Infrastructure

- finalize or refine Board scorecard baselines, annual targets, student-group expectations, and progress-measure definitions;
- establish a predictable Board monitoring calendar for student outcomes and guardrail assurance;
- create a consistent format for monitoring reports that includes current performance, trends, student-group results, variance analysis, and corrective actions;
- establish a process for identifying when outcomes or student groups are materially off track;
- ensure that corrective actions include clear ownership, timelines, implementation evidence, and follow-up monitoring;
- align major initiatives, resource decisions, strategic planning, and campus-support structures to Board priorities; and
- establish clear distinctions among student outcomes, progress measures, implementation evidence, and guardrail assurance.

B. Lead High-Leverage Improvement Work

- implements PLC structures and routines that prioritize essential and high-impact standards and use common formative assessments, student work, and other evidence of learning to identify underperformance and drive timely instructional response.
- implementation monitoring of high-quality instructional materials, pacing, standards alignment, cognitive demand, and embedded supports;
- use of BOY, MOY, and EOY universal-screening data to identify student needs and monitor growth;
- attendance and discipline monitoring as conditions that affect student learning;
- development of targeted college-readiness supports, including diagnostic review, tutoring, coursework monitoring, outreach, and student follow-up; and

**Evidence Reviewed**

- Board Goals Scorecard and monitoring reports;
- universal screener, STAAR, EOC, PSAT, SAT, TSIA2, attendance, and discipline data;
- student-group trend and gap analyses;
- PLC implementation evidence;
- curriculum implementation, and walkthrough evidence;
- survey and perceptual data;
- documentation of corrective actions and follow-up monitoring; and

Superintendent Evidence:

| |
|---|
| |

Board Comments:

**Priority 2 — Educational Leadership, Weight: 25%**

The Superintendent provides leadership and direction for the development of an educational system based on excellence, equity, student learning, continuous improvement, and the Board's identified priorities.

The Superintendent:

A. Student Success and Learning

- uses district, campus, and student-group performance data to guide instructional and support priorities;
- ensures that instructional programs and student supports are responsive to student need;
- establishes systems for monitoring the effectiveness of programs, supports, and initiatives;
- ensures that professional learning is aligned to student needs, district priorities, high-quality curriculum, and evidence-based instructional practices;
- promotes rigorous, standards-aligned instruction and meaningful learning experiences for students;
- monitors access, participation, and outcomes for students historically underserved by district systems.

B. Planning, Organization, and Continuous Improvement

- leads a coherent strategic planning process across district functions;
- ensures that district priorities, department plans, campus plans, and resource decisions are aligned;
- uses structured problem solving, decision making, and conflict resolution to address complex district issues;
- creates clear ownership, timelines, and accountability structures for major initiatives; and
- uses feedback and evidence to refine district systems and improve execution.

C. Leadership Development and Talent Capacity

- develops leadership capacity among executive leaders, principals, assistant principals, directors, and other key staff;
- establishes clear performance expectations for leaders;
- ensures that leadership development is aligned to instructional priorities, district goals, and campus needs;
- builds internal capacity to lead data analysis, instructional improvement, and change management; and
- creates conditions that support recruitment, retention, professional growth, and succession planning.

Superintendent Evidence:

Board Comments:

**Priority 3 — District Management, Weight: 25%**

The Superintendent demonstrates effective planning and management of district finances, operations, personnel, facilities, risk, and organizational capacity.

The Superintendent:

A. Financial Stewardship and Resource Alignment

- prepares budget recommendations aligned to Board priorities and available resources;
- ensures that major resource recommendations identify the student outcome goal served, intended academic impact, fiscal implications, staffing implications, and implementation capacity;
- provides transparent information regarding significant financial decisions;
- aligns staffing and resource decisions to student needs and district priorities; and
- ensures that financial stewardship supports both immediate operational needs and long-term district sustainability.

B. Operations, Facilities, and Organizational Systems

- ensures effective, efficient, and reliable district operations;
- provides for safe, functional, and well-managed facilities, transportation, maintenance, food service, technology, and other operational services;
- identifies operational risks and implementation barriers that could affect student learning or district performance;
- ensures that facilities and operational decisions are aligned to district growth, student needs, and Board priorities;
- monitors key operational performance indicators; and
- ensures that district processes support, rather than impede, effective campus operations and instructional improvement.

C. Personnel and Student Management

- makes personnel recommendations based on district needs, policy, and established procedures;
- ensures equitable, lawful, and strategic personnel practices;
- supports competitive compensation, benefits, recognition, and professional-growth systems;
- maintains effective systems for employee performance management and development;

Superintendent Evidence:

Board Comments:

**Priority 4 — Board and Community Relations, Weight: 25%**

The Superintendent maintains productive, transparent, and professional relationships with the Board of Trustees, staff, families, students, community members, and external partners.

The Superintendent:

A. Board Governance and Information Dissemination

- provides timely, accurate, and sufficiently complete information to support Board governance decisions;
- informs the Board of significant issues, risks, opportunities, and required decisions in a timely manner;
- prepares Board agendas, materials, and recommendations that are clear, well organized, and aligned to Board priorities;
- distinguishes between Board governance responsibilities and administrative implementation responsibilities;
- provides information that allows the Board to monitor student outcomes, guardrails, programs, and operations effectively;
- supports the Board in maintaining a predictable monitoring calendar and governance process; and
- ensures that Board actions, policies, and directives are implemented appropriately.

B. Policy Development and Implementation

- provides sound advice and recommendations to the Board regarding local policy issues;
- develops and maintains administrative procedures necessary to implement Board policy;
- interprets and supports Board policies and decisions;
- identifies when policies, procedures, or governance practices require refinement;
- ensures that district practices are aligned with legal requirements, Board policy, and district commitments; and
- promotes consistent policy implementation across campuses and departments.

C. Community Engagement and Relationships

- communicates openly and effectively with staff, students, families, and community members;
- promotes meaningful opportunities for stakeholder input and engagement;
- ensures that communication and engagement strategies reach families and communities historically underrepresented in traditional district structures;
- responds appropriately to community needs, concerns, and emerging issues;
- builds productive relationships with community partners, elected officials, and external organizations;
- promotes public confidence in the district through transparency, responsiveness, and consistent communication; and
- supports a positive district culture that reflects respect, professionalism, collaboration, and shared responsibility for student success.

Superintendent Evidence:

Board Comments:

# Overall Evaluation Determination

In making the overall determination, the Board will consider the Superintendent's performance across all four priority areas.

The Board will give balanced consideration to:

- progress toward Board priorities and student outcomes;
- quality and sustainability of the monitoring infrastructure established;
- effectiveness of educational leadership and implementation;
- fiscal, operational, and personnel stewardship;
- quality of Board support, communication, and community engagement; and
- responsiveness to challenges, risks, and evidence of uneven progress.

**Overall Determination:**

☐ Exceeds Expectations
☐ Meets Expectations
☐ Partially Meets Expectations
☐ Does Not Meet Expectations

## Board Commendations

**4.** ______________________________
**5.** ______________________________
**6.** ______________________________

## Priorities for the Next Evaluation Cycle

**4.** ______________________________
**5.** ______________________________
**6.** ______________________________

## Superintendent Response

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| Board President Signature | Date |
|---|---|
| | |

| Superintendent Signature | Date |
|---|---|
| | |

# Leander ISD Superintendent Evaluation

2026–2027 Evaluation Cycle: Quarter 3

| | |
|---|---|
| **Superintendent** | |
| **Evaluation Period** | |
| **Date of Review** | |
| **Board President** | |

**Priority 1 — Student Outcomes and Monitoring Infrastructure Weight: 25%**

The Board has identified the following student outcome areas as priorities:

9. Grade 3 Reading and Mathematics
10. Grade 6 Reading and Mathematics
11. English I and Algebra I
12. Postsecondary Readiness, including TSI readiness

**The Superintendent will:**

A. Establish Student Outcome Monitoring Infrastructure

- finalize or refine Board scorecard baselines, annual targets, student-group expectations, and progress-measure definitions;
- establish a predictable Board monitoring calendar for student outcomes and guardrail assurance;
- create a consistent format for monitoring reports that includes current performance, trends, student-group results, variance analysis, and corrective actions;
- establish a process for identifying when outcomes or student groups are materially off track;
- ensure that corrective actions include clear ownership, timelines, implementation evidence, and follow-up monitoring;
- align major initiatives, resource decisions, strategic planning, and campus-support structures to Board priorities; and
- establish clear distinctions among student outcomes, progress measures, implementation evidence, and guardrail assurance.

B. Lead High-Leverage Improvement Work

- implements PLC structures and routines that prioritize essential and high-impact standards and use common formative assessments, student work, and other evidence of learning to identify underperformance and drive timely instructional response.
- implementation monitoring of high-quality instructional materials, pacing, standards alignment, cognitive demand, and embedded supports;
- use of BOY, MOY, and EOY universal-screening data to identify student needs and monitor growth;
- attendance and discipline monitoring as conditions that affect student learning;
- development of targeted college-readiness supports, including diagnostic review, tutoring, coursework monitoring, outreach, and student follow-up; and

**Evidence Reviewed**

- Board Goals Scorecard and monitoring reports;
- universal screener, STAAR, EOC, PSAT, SAT, TSIA2, attendance, and discipline data;
- student-group trend and gap analyses;
- PLC implementation evidence;
- curriculum implementation, and walkthrough evidence;
- survey and perceptual data;
- documentation of corrective actions and follow-up monitoring; and

Superintendent Evidence:

| |
|---|
| |

Board Comments:

**Priority 2 — Educational Leadership, Weight: 25%**

The Superintendent provides leadership and direction for the development of an educational system based on excellence, equity, student learning, continuous improvement, and the Board's identified priorities.

The Superintendent:

A. Student Success and Learning

- uses district, campus, and student-group performance data to guide instructional and support priorities;
- ensures that instructional programs and student supports are responsive to student need;
- establishes systems for monitoring the effectiveness of programs, supports, and initiatives;
- ensures that professional learning is aligned to student needs, district priorities, high-quality curriculum, and evidence-based instructional practices;
- promotes rigorous, standards-aligned instruction and meaningful learning experiences for students;
- monitors access, participation, and outcomes for students historically underserved by district systems.

B. Planning, Organization, and Continuous Improvement

- leads a coherent strategic planning process across district functions;
- ensures that district priorities, department plans, campus plans, and resource decisions are aligned;
- uses structured problem solving, decision making, and conflict resolution to address complex district issues;
- creates clear ownership, timelines, and accountability structures for major initiatives; and
- uses feedback and evidence to refine district systems and improve execution.

C. Leadership Development and Talent Capacity

- develops leadership capacity among executive leaders, principals, assistant principals, directors, and other key staff;
- establishes clear performance expectations for leaders;
- ensures that leadership development is aligned to instructional priorities, district goals, and campus needs;
- builds internal capacity to lead data analysis, instructional improvement, and change management; and
- creates conditions that support recruitment, retention, professional growth, and succession planning.

Superintendent Evidence:

Board Comments:

**Priority 3 — District Management, Weight: 25%**

The Superintendent demonstrates effective planning and management of district finances, operations, personnel, facilities, risk, and organizational capacity.

The Superintendent:

A. Financial Stewardship and Resource Alignment

- prepares budget recommendations aligned to Board priorities and available resources;
- ensures that major resource recommendations identify the student outcome goal served, intended academic impact, fiscal implications, staffing implications, and implementation capacity;
- provides transparent information regarding significant financial decisions;
- aligns staffing and resource decisions to student needs and district priorities; and
- ensures that financial stewardship supports both immediate operational needs and long-term district sustainability.

B. Operations, Facilities, and Organizational Systems

- ensures effective, efficient, and reliable district operations;
- provides for safe, functional, and well-managed facilities, transportation, maintenance, food service, technology, and other operational services;
- identifies operational risks and implementation barriers that could affect student learning or district performance;
- ensures that facilities and operational decisions are aligned to district growth, student needs, and Board priorities;
- monitors key operational performance indicators; and
- ensures that district processes support, rather than impede, effective campus operations and instructional improvement.

C. Personnel and Student Management

- makes personnel recommendations based on district needs, policy, and established procedures;
- ensures equitable, lawful, and strategic personnel practices;
- supports competitive compensation, benefits, recognition, and professional-growth systems;
- maintains effective systems for employee performance management and development;

Superintendent Evidence:

Board Comments:

**Priority 4 — Board and Community Relations, Weight: 25%**

The Superintendent maintains productive, transparent, and professional relationships with the Board of Trustees, staff, families, students, community members, and external partners.

The Superintendent:

A. Board Governance and Information Dissemination

- provides timely, accurate, and sufficiently complete information to support Board governance decisions;
- informs the Board of significant issues, risks, opportunities, and required decisions in a timely manner;
- prepares Board agendas, materials, and recommendations that are clear, well organized, and aligned to Board priorities;
- distinguishes between Board governance responsibilities and administrative implementation responsibilities;
- provides information that allows the Board to monitor student outcomes, guardrails, programs, and operations effectively;
- supports the Board in maintaining a predictable monitoring calendar and governance process; and
- ensures that Board actions, policies, and directives are implemented appropriately.

B. Policy Development and Implementation

- provides sound advice and recommendations to the Board regarding local policy issues;
- develops and maintains administrative procedures necessary to implement Board policy;
- interprets and supports Board policies and decisions;
- identifies when policies, procedures, or governance practices require refinement;
- ensures that district practices are aligned with legal requirements, Board policy, and district commitments; and
- promotes consistent policy implementation across campuses and departments.

C. Community Engagement and Relationships

- communicates openly and effectively with staff, students, families, and community members;
- promotes meaningful opportunities for stakeholder input and engagement;
- ensures that communication and engagement strategies reach families and communities historically underrepresented in traditional district structures;
- responds appropriately to community needs, concerns, and emerging issues;
- builds productive relationships with community partners, elected officials, and external organizations;
- promotes public confidence in the district through transparency, responsiveness, and consistent communication; and
- supports a positive district culture that reflects respect, professionalism, collaboration, and shared responsibility for student success.

Superintendent Evidence:

Board Comments:

# Overall Evaluation Determination

In making the overall determination, the Board will consider the Superintendent's performance across all four priority areas.

The Board will give balanced consideration to:

- progress toward Board priorities and student outcomes;
- quality and sustainability of the monitoring infrastructure established;
- effectiveness of educational leadership and implementation;
- fiscal, operational, and personnel stewardship;
- quality of Board support, communication, and community engagement; and
- responsiveness to challenges, risks, and evidence of uneven progress.

**Overall Determination:**

- ☐ Exceeds Expectations
- ☐ Meets Expectations
- ☐ Partially Meets Expectations
- ☐ Does Not Meet Expectations

## Board Commendations

7. ______________________________
8. ______________________________
9. ______________________________

## Priorities for the Next Evaluation Cycle

7. ______________________________
8. ______________________________
9. ______________________________

## Superintendent Response

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| Board President Signature | Date |
|---|---|
| | |

| Superintendent Signature | Date |
|---|---|
| | |

# Leander ISD Superintendent Evaluation

2026–2027 Evaluation Cycle: Summative

| | |
|---|---|
| **Superintendent** | |
| **Evaluation Period** | |
| **Date of Review** | |
| **Board President** | |

## Purpose

The Board evaluates the Superintendent annually on progress toward Board priorities, effective district leadership, responsible management, and productive Board and community relationships. For 2026–27, the evaluation reflects the district's transition to a more outcome-driven governance system. It will give balanced consideration to progress toward student outcomes; development of the scorecard, measures, and monitoring systems needed to track them; educational leadership and implementation; district management; and Board and community relations.

The Board will assess the quality of the systems established, evidence of reasonable progress, implementation of high-leverage work, and responsiveness when data identifies barriers or uneven results.



| **Rating Scale** | |
|---|---|
| 4 — Exceeds Expectations | Performance substantially exceeded the Board's expectations. The Superintendent demonstrated exceptional leadership, produced strong evidence of progress, anticipated challenges, and implemented effective corrective actions and sustainable systems. |
| 3 — Meets Expectations | Performance met the Board's expectations. The Superintendent made reasonable progress, fulfilled core responsibilities effectively, established needed systems, and responded appropriately to identified challenges. |
| 2 — Partially Meets Expectations | Performance reflected some progress, but key expectations were incomplete, inconsistently implemented, delayed, or insufficiently supported by evidence. Improvement, additional follow-through, or stronger corrective action is needed. |
| 1 — Does Not Meet Expectations | Performance did not meet Board expectations. Required systems, responsibilities, or corrective actions were absent, materially insufficient, or ineffective. |

**Evaluation Weighting**

| Priority Area | Weight |
|---|---|
| Priority 1: Student Outcomes, Strategic Alignment, and Monitoring Infrastructure | 25% |
| Priority 2: Educational Leadership | 25% |
| Priority 3: District Management | 25% |
| Priority 4: Board and Community Relations | 25% |

**Priority 1 — Student Outcomes and Monitoring Infrastructure Weight: 25%**

The Board has identified the following student outcome areas as priorities:

13. Grade 3 Reading and Mathematics
14. Grade 6 Reading and Mathematics
15. English I and Algebra I
16. Postsecondary Readiness, including TSI readiness

**The Superintendent will:**

A. Establish Student Outcome Monitoring Infrastructure

- finalize or refine Board scorecard baselines, annual targets, student-group expectations, and progress-measure definitions;
- establish a predictable Board monitoring calendar for student outcomes and guardrail assurance;
- create a consistent format for monitoring reports that includes current performance, trends, student-group results, variance analysis, and corrective actions;
- establish a process for identifying when outcomes or student groups are materially off track;
- ensure that corrective actions include clear ownership, timelines, implementation evidence, and follow-up monitoring;
- align major initiatives, resource decisions, strategic planning, and campus-support structures to Board priorities; and
- establish clear distinctions among student outcomes, progress measures, implementation evidence, and guardrail assurance.

B. Lead High-Leverage Improvement Work

- implements PLC structures and routines that prioritize essential and high-impact standards and use common formative assessments, student work, and other evidence of learning to identify underperformance and drive timely instructional response.
- implementation monitoring of high-quality instructional materials, pacing, standards alignment, cognitive demand, and embedded supports;
- use of BOY, MOY, and EOY universal-screening data to identify student needs and monitor growth;
- attendance and discipline monitoring as conditions that affect student learning;
- development of targeted college-readiness supports, including diagnostic review, tutoring, coursework monitoring, outreach, and student follow-up; and

**Evidence Reviewed**

- Board Goals Scorecard and monitoring reports;
- universal screener, STAAR, EOC, PSAT, SAT, TSIA2, attendance, and discipline data;
- student-group trend and gap analyses;
- PLC implementation evidence;
- curriculum implementation, and walkthrough evidence;
- survey and perceptual data;
- documentation of corrective actions and follow-up monitoring; and

Board Rating:

| | | | |
|---|---|---|---|
| 4 | 3 | 2 | 1 |

Board Comments:

**Priority 2 — Educational Leadership, Weight: 25%**

The Superintendent provides leadership and direction for the development of an educational system based on excellence, equity, student learning, continuous improvement, and the Board's identified priorities.

The Superintendent:

A. Student Success and Learning

- uses district, campus, and student-group performance data to guide instructional and support priorities;
- ensures that instructional programs and student supports are responsive to student need;
- establishes systems for monitoring the effectiveness of programs, supports, and initiatives;
- ensures that professional learning is aligned to student needs, district priorities, high-quality curriculum, and evidence-based instructional practices;
- promotes rigorous, standards-aligned instruction and meaningful learning experiences for students;
- monitors access, participation, and outcomes for students historically underserved by district systems.

B. Planning, Organization, and Continuous Improvement

- leads a coherent strategic planning process across district functions;
- ensures that district priorities, department plans, campus plans, and resource decisions are aligned;
- uses structured problem solving, decision making, and conflict resolution to address complex district issues;
- creates clear ownership, timelines, and accountability structures for major initiatives; and
- uses feedback and evidence to refine district systems and improve execution.

C. Leadership Development and Talent Capacity

- develops leadership capacity among executive leaders, principals, assistant principals, directors, and other key staff;
- establishes clear performance expectations for leaders;
- ensures that leadership development is aligned to instructional priorities, district goals, and campus needs;
- builds internal capacity to lead data analysis, instructional improvement, and change management; and
- creates conditions that support recruitment, retention, professional growth, and succession planning.

Board Rating:

| | | | |
|---|---|---|---|
| 4 | 3 | 2 | 1 |

Board Comments:

**Priority 3 — District Management, Weight: 25%**

The Superintendent demonstrates effective planning and management of district finances, operations, personnel, facilities, risk, and organizational capacity.

The Superintendent:

A. Financial Stewardship and Resource Alignment

- prepares budget recommendations aligned to Board priorities and available resources;
- ensures that major resource recommendations identify the student outcome goal served, intended academic impact, fiscal implications, staffing implications, and implementation capacity;
- provides transparent information regarding significant financial decisions;
- aligns staffing and resource decisions to student needs and district priorities; and
- ensures that financial stewardship supports both immediate operational needs and long-term district sustainability.

B. Operations, Facilities, and Organizational Systems

- ensures effective, efficient, and reliable district operations;
- provides for safe, functional, and well-managed facilities, transportation, maintenance, food service, technology, and other operational services;
- identifies operational risks and implementation barriers that could affect student learning or district performance;
- ensures that facilities and operational decisions are aligned to district growth, student needs, and Board priorities;
- monitors key operational performance indicators; and
- ensures that district processes support, rather than impede, effective campus operations and instructional improvement.

C. Personnel and Student Management

- makes personnel recommendations based on district needs, policy, and established procedures;
- ensures equitable, lawful, and strategic personnel practices;
- supports competitive compensation, benefits, recognition, and professional-growth systems;
- maintains effective systems for employee performance management and development;

Board Rating:

| | | | |
|---|---|---|---|
| 4 | 3 | 2 | 1 |

Board Comments:

**Priority 4 — Board and Community Relations, Weight: 25%**

The Superintendent maintains productive, transparent, and professional relationships with the Board of Trustees, staff, families, students, community members, and external partners.

The Superintendent:

A. Board Governance and Information Dissemination

- provides timely, accurate, and sufficiently complete information to support Board governance decisions;
- informs the Board of significant issues, risks, opportunities, and required decisions in a timely manner;
- prepares Board agendas, materials, and recommendations that are clear, well organized, and aligned to Board priorities;
- distinguishes between Board governance responsibilities and administrative implementation responsibilities;
- provides information that allows the Board to monitor student outcomes, guardrails, programs, and operations effectively;
- supports the Board in maintaining a predictable monitoring calendar and governance process; and
- ensures that Board actions, policies, and directives are implemented appropriately.

B. Policy Development and Implementation

- provides sound advice and recommendations to the Board regarding local policy issues;
- develops and maintains administrative procedures necessary to implement Board policy;
- interprets and supports Board policies and decisions;
- identifies when policies, procedures, or governance practices require refinement;
- ensures that district practices are aligned with legal requirements, Board policy, and district commitments; and
- promotes consistent policy implementation across campuses and departments.

C. Community Engagement and Relationships

- communicates openly and effectively with staff, students, families, and community members;
- promotes meaningful opportunities for stakeholder input and engagement;
- ensures that communication and engagement strategies reach families and communities historically underrepresented in traditional district structures;
- responds appropriately to community needs, concerns, and emerging issues;
- builds productive relationships with community partners, elected officials, and external organizations;
- promotes public confidence in the district through transparency, responsiveness, and consistent communication; and
- supports a positive district culture that reflects respect, professionalism, collaboration, and shared responsibility for student success.

Board Rating:

| | | | |
|---|---|---|---|
| 4 | 3 | 2 | 1 |

Board Comments:

# Overall Evaluation Determination

In making the overall determination, the Board will consider the Superintendent's performance across all four priority areas.

The Board will give balanced consideration to:

- progress toward Board priorities and student outcomes;
- quality and sustainability of the monitoring infrastructure established;
- effectiveness of educational leadership and implementation;
- fiscal, operational, and personnel stewardship;
- quality of Board support, communication, and community engagement; and
- responsiveness to challenges, risks, and evidence of uneven progress.

## Summary Ratings

| Priority Area | Weight | Rating |
|---|---|---|
| Student Outcomes, Strategic Alignment, and Monitoring Infrastructure | 25% | |
| Educational Leadership | 25% | |
| District Management | 25% | |
| Board and Community Relations | 25% | |

## Overall Rating

**Overall Rating:**

| | | | |
|---|---|---|---|
| 4 | 3 | 2 | 1 |

**Overall Determination:**

- ☐ Exceeds Expectations
- ☐ Meets Expectations
- ☐ Partially Meets Expectations
- ☐ Does Not Meet Expectations

## Board Commendations

10. ______________________________
11. ______________________________
12. ______________________________

## Priorities for the Next Evaluation Cycle

10. ______________________________
11. ______________________________
12. ______________________________

## Superintendent Response

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______________________________
______________________________

| Board President Signature | Date |
|---|---|
| | |

| Superintendent Signature | Date |
|---|---|
| | |

# Leander ISD Board Goals Scorecard

**Purpose.** For 2026-2027, the Board will focus student outcome monitoring on mathematics at key transition points: Grade 3, Grade 6, Algebra I, and postsecondary readiness. This scorecard distinguishes student outcomes, goal progress measures, Year 1 infrastructure and implementation evidence, and guardrail assurance and can be leveraged as an evidence piece for Priority 1 of the superintendent evaluation.

## I. Student Outcome Goals

### Goal 1 - Grade 3 Mathematics

**Student Outcome Goal:** By the end of the 2025–2026 school year, the percentage of third-grade students achieving Meets Expectations on the STAAR Mathematics and Reading assessments will increase from the 2025 baseline of 52% to at least 54% for all students and from 26% to at least 29% for economically disadvantaged students, maintaining progress toward the district's 2030 student outcome targets of 62% and 43%, respectively.

| Measure | Baseline | 2026-27 Target | Fall / BOY | Winter / MOY | Spring / EOY | Status |
|---|---|---|---|---|---|---|
| Grade 3 Mathematics STAAR - Meets Grade Level or Above | 50% (2026) | ___% | N/A | N/A | ___% | ___ |
| Grade 3 students demonstrating average or above-average growth on MAP Math | ___% | ___% | ___% | ___% | ___% | ___ |
| Economically disadvantaged Grade 3 students demonstrating above-average growth on MAP Math | ___% | ___% | ___% | ___% | ___% | ___ |

**Board Monitoring Questions**

- Are Grade 3 students demonstrating sufficient mathematics growth to meet the annual STAAR target?
- Are economically disadvantaged students accelerating at a rate that narrows, rather than widens, the growth gap?
- What standards, campuses, or student groups require targeted response?

### Goal 2 - Grade 6 Mathematics

**Student Outcome Goal:** By the end of the 2025–2026 school year, the percentage of Grade 6 students achieving Meets Grade Level or above on the Mathematics STAAR assessment will increase from the 2025 baseline of 58% to at least 60% for all students and from 27% to at least 31% for economically disadvantaged students, maintaining progress toward the Board-adopted 2030 targets of 68% and 47%, respectively.

| Measure | Baseline | 2026-27 Target | Fall / BOY | Winter / MOY | Spring / EOY | Status |
|---|---|---|---|---|---|---|
| Grade 6 Mathematics STAAR - Meets Grade Level or Above | 59% (2026) | ___% | N/A | N/A | ___% | ___ |

| Measure | Baseline | 2026-27 Target | Fall / BOY | Winter / MOY | Spring / EOY | Status |
|---|---|---|---|---|---|---|
| Grade 6 students demonstrating average or above-average growth on MAP Math | ___% | ___% | ___% | ___% | ___% | ___ |
| Economically disadvantaged Grade 6 students demonstrating above-average growth on MAP Math | ___% | ___% | ___% | ___% | ___% | ___ |

### Board Monitoring Questions

- Are Grade 6 students demonstrating sufficient mathematics growth to meet the annual STAAR target?
- Are economically disadvantaged students accelerating at a rate that closes the growth gap?
- What evidence indicates that campus supports are differentiated for students and campuses not on track?

### Goal 3 - Algebra I Mathematics

**Student Outcome Goal:** By the end of the 2025–2026 school year, the percentage of students achieving Meets Grade Level or above on the Algebra I End-of-Course assessment will increase from the 2025 baseline of 59% to at least 61% for all students and from 33% to at least 37% for economically disadvantaged students, maintaining progress toward the Board-adopted 2030 targets of 69% and 53%, respectively.

| Measure | Baseline | 2026-27 Target | Fall | Winter | Spring / EOY | Status |
|---|---|---|---|---|---|---|
| Algebra I EOC - Meets Grade Level or Above | 65% (2026) | ___% | N/A | N/A | ___% | ___ |
| Algebra I students demonstrating average or above-average growth on MAP Math or other adopted progress measure | ___% | ___% | ___% | ___% | ___% | ___ |
| Economically disadvantaged Algebra I students demonstrating above-average growth | ___% | ___% | ___% | ___% | ___% | ___ |

### Board Monitoring Questions

- Are Algebra I students on track to meet the annual EOC target?
- Which high-impact standards are contributing most to underperformance?
- What evidence shows that campuses are responding to student misconceptions before the EOC assessment?

### Goal 4 - Mathematics Postsecondary Readiness

**Student Outcome Goal:** By the end of the 2025–2026 school year, the percentage of students meeting the mathematics component of the Texas Success Initiative Assessment criteria will increase from the 2025 baseline of 81% to at least 83% for all students and from 63% to at least 65% for economically disadvantaged students, maintaining progress toward the Board-adopted 2030 targets of 90% and 73%, respectively.

| Measure | Baseline | 2026-27 Target | Fall | Winter | Spring / EOY | Status |
|---|---|---|---|---|---|---|
| Students meeting TSI mathematics criteria | 76% (Class of 2025) | ___% | N/A | N/A | ___% | ___ |
| Students meeting the PSAT mathematics college-and-career-readiness benchmark | 49% (11th Grade, Fall 2025) | ___% | ___% | ___% | ___% | ___ |
| Students becoming TSI eligible through SAT mathematics performance | 48% (11th grade, April 2026); 73% (12th grade, April 2026) | ___% | ___% | ___% | ___% | ___ |

### Board Monitoring Questions

- Are students demonstrating earlier evidence of mathematics college readiness through PSAT, SAT, coursework, and diagnostic data?
- Are students identified as off track receiving timely and targeted support?
- Are access and success gaps evident among student groups?

## II. Strategic Infrastructure and Implementation Evidence

### Year 1 System-Building Priorities

This section documents whether the district is establishing the systems needed to monitor and improve Board-adopted mathematics outcomes.

| Year 1 Priority | Status |
|---|---|
| Establish a consistent Board monitoring-report format, including trend, subgroup, variance, and corrective-action analysis | Not Started |
| Implement PLC structures and routines that prioritize essential and high-impact mathematics standards and use common formative assessments, student work, and other evidence of learning to identify underperformance and drive timely instructional response | Not Started |
| Identify high-impact, underperforming mathematics standards by campus and districtwide | Not Started |
| Monitor implementation of high-quality mathematics curriculum, including pacing, standards alignment, cognitive demand, and embedded supports | Not Started |
| Use MAP and other adopted measures to identify students and campuses needing differentiated support | Not Started |
| Establish targeted mathematics college-readiness supports, including diagnostic review, tutoring, coursework monitoring, and student outreach | Not Started |
| Align campus plans, department plans, major initiatives, and resource decisions to the mathematics outcome goals | Not Started |

| Fall Evidence | Winter Evidence |
|---|---|
| | |
| **Spring / EOY Evidence** | **Spring / EOY Evidence** |

**Implementation Status Key:** Complete - required system or process is established and operating as intended. | In Progress - work is underway but not yet consistently implemented or fully evidenced. | Needs Attention - implementation is delayed, inconsistent, or insufficient to support expected progress.

### III. Guardrail Assurance Dashboard

Guardrails are monitored as Board assurances, not as additional student outcome goals. Green items do not require Board discussion. Yellow and Red items require a written explanation, corrective action, owner, and follow-up date. Listed below are year 1 focus areas toward the overall guardrail.

| Guardrail Assurance Area | Interim Guardrail Assurance Standard | Status | Evidence / Variance | Corrective Action and Follow-Up |
|---|---|---|---|---|
| Professional Learning Communities (PLCs) | 100% of campuses will reflect on the PLC Implementation Guide for their roles (Teacher Groups, Leadership Groups) | Green | | |
| Student Experience & Pathway Access | Develop a student-facing resource that links academic programs, clubs, activities, and pathway options in a way that encourages students to explore their interests and passions. Staff will also use a consistent process to encourage student participation. | Green | | |
| Curriculum & Instructional Materials (C&I) | Monitor implementation of high-quality curriculum while ensuring essential standards are identified, communicated and aligned. | Green | | |
| Impactful Family Engagement | The district will increase participation of historically underrepresented families in engagement opportunities beyond traditional parent structures. | Green | | |
| Effective & Efficient Operations | All non-instructional departments will establish performance indicators within department plans that align to district priorities. | Green | | |

### Guardrail Status Key:

- Green - Assured: evidence supports compliance; no material concern is identified.
- Yellow - Watch: evidence is incomplete, mixed, or indicates a risk of noncompliance.
- Red - Exception: evidence identifies a material or repeated concern, or corrective action is insufficient.

**Recommended Quarterly Monitoring Calendar**

| Monitoring Window | Primary Board Evidence |
|---|---|
| October 15th | BOY MAP Mathematics data; identification of high-impact standards; PLC and curriculum implementation baseline; attendance and discipline context; initial campus-support plans |
| February 11th | MOY MAP Mathematics achievement and growth; common formative-assessment and student-work evidence; mathematics walkthrough trends; student-group and campus variance analysis; corrective actions |
| May 20th | Mathematics implementation evidence; student, staff, and family feedback; college-readiness support participation and progress; attendance and discipline trend review |
| July 22 Summative | Grade 3 and Grade 6 Mathematics STAAR; Algebra I EOC; EOY MAP Mathematics; PSAT/SAT/TSI data as available; student-group gap analysis; annual reflection and Year 2 recommendations |

| Board Date | Monitoring Presentation/Board Activity |
|---|---|
| **Board walk window 1:** Aug 16th-Oct 15th | **Board Walks: Focus options (Evidence pieces for October 15th Quarterly)**<br>● Development or execution of department plans<br>● Engage in differentiated family reach efforts<br>● Observe implementation of phonics (to a campus who piloted last year)<br>● Observe PL coaching for math implementation for pilot campuses<br>● Observe PLC's who are unpacking and planning for a specific essential outcome |
| Sept 17 | **Guardrail 5 Board Monitoring Presentation**: All non-instructional departments will establish performance indicators within department plans that align to district priorities.<br><br>Focus of presentation<br>- Introduce the board to the format and approach of department plans. |
| October 1 | **Guardrail 4 Board Monitoring Presentation**: The district will increase participation of historically underrepresented families in engagement opportunities beyond traditional parent structures.<br><br>Focus of presentation<br>- Introduce the board to the efforts to address this guardrail, gather feedback. |
| October 15 | **Board Goal Report, Interim Goals 1-3:**<br>● **Interim Goal 1:** By the end of the 2025–2026 school year, the percentage of third-grade students achieving Meets Expectations on the STAAR Mathematics and Reading assessments will increase from the 2025 baseline of 52% to at least 54% for all students and from 26% to at least 29% for economically disadvantaged students, maintaining progress toward the district's 2030 student outcome targets of 62% and 43%, respectively.<br>● **Interim Goal 2:** By the end of the 2025–2026 school year, the percentage of Grade 6 students achieving Meets Grade Level or above on the Mathematics STAAR assessment will increase from the 2025 baseline of 58% to at least 60% for all students and from 27% to at least 31% for economically disadvantaged students, maintaining progress toward the Board-adopted 2030 targets of 68% and 47%, respectively.<br>● **Interim Goal 3:** By the end of the 2025–2026 school year, the percentage of students achieving Meets Grade Level or above on the Algebra I End-of-Course assessment will increase from the 2025 baseline of 59% to at least 61% for all students and from 33% to at least 37% for economically disadvantaged students, maintaining progress toward the Board-adopted 2030 targets of 69% and 53%, respectively.<br><br>Focus of presentation<br>● Review BOY data for mathematics only. All grade levels but highlighting 3, 6 & Alg I<br>● Explain baseline for STAAR (EOY of 25-26)<br>● Explain baseline for MAP (BOY 26-27) |
| **Board walk window 2:** Oct 16th - Feb 11th | **Board Walks: Focus options (Evidence pieces for October 15th Quarterly)**<br>● Observe tutoring structures for PSAT OR TSI<br>● Observe CPM class, discuss curriculum efforts<br>● Discuss college readiness efforts of high school campus leadership<br>● Observe a PLC in action (Knowles, Hisle)<br>● Observe central office support leading a PLC |

| | |
|---|---|
| | ● Observe new math adoption in action + talk to teachers about the challenges and successes<br>● Observe reading in action + talk to teachers about the challenges and successes<br>● Observe curriculum coaching/PL in action |
| Nov 19<br><br>🎉 Outgoing Board Member Reception before meeting🎉 | Data Review (Reading + additional subjects possible) |
| Dec 10 | **Board Goal Report, Interim Goals 4: PSAT**<br><br>Focus of presentation<br>- Reviewing PSAT Data from 2026 fall administration |
| Jan 7 | **Guardrail 1 Board Monitoring Presentation**: 100% of campuses will reflect on the PLC Implementation Guide for their roles (Teacher Groups, Leadership Groups)<br><br>Focus of presentation<br>- Review district leadership implementation reflection<br>- Review board implementation reflection<br>- Review teacher implementation data |
| Feb 11 | **Board Goal Report, Interim Goals 1-3:**<br>● **Interim Goal 1:** By the end of the 2025–2026 school year, the percentage of third-grade students achieving Meets Expectations on the STAAR Mathematics and Reading assessments will increase from the 2025 baseline of 52% to at least 54% for all students and from 26% to at least 29% for economically disadvantaged students, maintaining progress toward the district's 2030 student outcome targets of 62% and 43%, respectively.<br>● **Interim Goal 2:** By the end of the 2025–2026 school year, the percentage of Grade 6 students achieving Meets Grade Level or above on the Mathematics STAAR assessment will increase from the 2025 baseline of 58% to at least 60% for all students and from 27% to at least 31% for economically disadvantaged students, maintaining progress toward the Board-adopted 2030 targets of 68% and 47%, respectively.<br>● **Interim Goal 3:** By the end of the 2025–2026 school year, the percentage of students achieving Meets Grade Level or above on the Algebra I End-of-Course assessment will increase from the 2025 baseline of 59% to at least 61% for all students and from 33% to at least 37% for economically disadvantaged students, maintaining progress toward the Board-adopted 2030 targets of 69% and 53%, respectively.<br><br>Focus of presentation<br>● Review MOY data for mathematics only. All grade levels but highlighting 3, 6 & Alg I<br>● Compare to BOY data<br>● Discussion celebration and areas of focus for improvement |
| **Board walk window 3:**<br>Feb 11th- end of year | **Board Walks: Focus options (Evidence pieces for October 15th Quarterly)**<br>● Observe tutoring structures for SAT OR TSI<br>● Observe CPM class, discuss curriculum efforts<br>● Family engagement events (specific to guardrail)<br>● Visit to our communities (Ie. Sandy Creek) - Volunteering, handing out items<br>● CTE fairs/courses<br>● Observe new math adoption in action + talk to teachers about the challenges and successes<br>● Observe reading in action + talk to teachers about the challenges and successes<br>● Observe curriculum coaching/PL in action<br>● PLC observation/participation |
| Feb 25 | Data Review (Reading + additional subjects possible) |
| March 11 | **Guardrail 3 Board Monitoring Presentation**: Monitor implementation of high-quality curriculum while ensuring essential standards are identified, communicated and aligned.<br><br>Focus of presentation |

| | |
|---|---|
| April 22 | **Guardrail 4 Board Monitoring Presentation**: The district will increase participation of historically underrepresented families in engagement opportunities beyond traditional parent structures.<br><br>Focus of presentation<br>● Free/Reduced Lunch form processes<br>● Family engagement nights<br>● Home Visits<br>● CTE exposure<br>● College Board accommodation offerings and support<br>● Process for student outreach for student opportunities |
| May 6 | **Guardrail 2 Board Monitoring Presentation**: Develop a student-facing resource that links academic programs, clubs, activities, and pathway options in a way that encourages students to explore their interests and passions. Staff will also use a consistent process to encourage student participation.<br><br>Focus of presentation:<br>- Fairs/open houses/exposure opportunities<br>- Handouts<br>- Electronic course catalog |
| May 20 | **Board Goal Report, Interim Goals 4: SAT**<br><br>Focus of presentation:<br>● SAT data |
| June 10 | **Guardrail 1 Board Monitoring Presentation**: 100% of campuses will reflect on the PLC Implementation Guide for their roles (Teacher Groups, Leadership Groups)<br><br>Focus of presentation<br>- Review district leadership implementation reflection<br>- Review board implementation reflection<br>- Review teacher implementation data |
| June 24 | **Board Goal Report, Interim Goals 1-3:**<br>● **Interim Goal 1:** By the end of the 2025–2026 school year, the percentage of third-grade students achieving Meets Expectations on the STAAR Mathematics and Reading assessments will increase from the 2025 baseline of 52% to at least 54% for all students and from 26% to at least 29% for economically disadvantaged students, maintaining progress toward the district's 2030 student outcome targets of 62% and 43%, respectively.<br>● **Interim Goal 2:** By the end of the 2025–2026 school year, the percentage of Grade 6 students achieving Meets Grade Level or above on the Mathematics STAAR assessment will increase from the 2025 baseline of 58% to at least 60% for all students and from 27% to at least 31% for economically disadvantaged students, maintaining progress toward the Board-adopted 2030 targets of 68% and 47%, respectively.<br>● **Interim Goal 3:** By the end of the 2025–2026 school year, the percentage of students achieving Meets Grade Level or above on the Algebra I End-of-Course assessment will increase from the 2025 baseline of 59% to at least 61% for all students and from 33% to at least 37% for economically disadvantaged students, maintaining progress toward the Board-adopted 2030 targets of 69% and 53%, respectively.<br><br>Focus of presentation<br>● Review EOY data for mathematics only. All grade levels but highlighting 3, 6 & Alg I<br>● Compare to BOY and MOY data<br>● Discussion celebration and areas of focus for improvement |
| July 22<br>Workshop | **Additional End Year Data review**<br>**Guardrail 5 Board Monitoring Presentation:** Dept plan summative reports |

# Leander ISD Board Meeting Agenda Item Information

**Meeting Date: Thursday, July 23, 2026**

| | |
|---|---|
| **Agenda Item:** | Discussion of Potential Bond and Voter-Approval Tax Rate Election (VATRE) |
| **Purpose:** | ☒ Discussion Item/Report Only ☐ Action Requested |
| **Administrator Responsible:** | Jeremy Trimble, M.Arch, Chief Operations Officer |
| **Attachments:** | Discussion of Potential Bond and Voter-Approval Tax Rate Election (VATRE) Presentation *(Revised and uploaded to BoardBook on 07-21-26)* |

**Background Information:**

This discussion is the first of a planned three-part Board series regarding potential Bond and Voter-Approval Tax Rate Election (VATRE) considerations. The presentation is intended to establish a common understanding of the long-term financial and operational context before the Board discusses specific project recommendations or future funding options. Trustees will receive an overview of the District's transition from a growth-focused district to one increasingly focused on stewardship of existing facilities, the convergence of aging facility renewal needs and increasing operating funding constraints, the distinct purposes of Maintenance & Operations (M&O) and Interest & Sinking (I&S) funding, and why these long-term trends have led to the current discussion. This presentation is intended to provide context only and prepare the Board for the Citizens' Facility Advisory Committee (CFAC) project recommendations at the upcoming Board meeting on July 30, 2026, and subsequent discussion regarding potential next steps. No Board action is requested as part of this agenda item

**Alignment to Board Goals & Student Outcomes**:

This discussion supports the Board's commitments to Student Experience, Staff Experience, Stewardship, and Sustainability, by establishing a common understanding of the District's long-term financial and facility challenges before future funding decisions are considered. The presentation provides strategic context to support informed decision-making regarding the responsible stewardship of community investments, long-term financial sustainability, and the preservation of safe, functional learning and working environments for students and staff.

**Administrative Recommendation:**

N/A

**Sample Motion:**

N/A



LEANDER ISD
LEADING TO A BRIGHT FUTURE

July 23, 2026

# Discussion of Potential Bond and Voter-Approval Tax Rate Election (VATRE)

# PURPOSE

Provide an Overview of Considerations for Potential Bond and Voter-Approval Tax Rate Election (VATRE)

# Three Part Series

## *Putting The Pieces Together*

### 1

**Part 1 –** July 23

***The Context: Why This Conversation?***

**Establish the long-term financial and operational context**

### 2

**Part 2 –** July 30

**The Projects: CFAC Recommendations**

**Present the work of the Citizens' Facility Advisory Committee**

### 3

**Part 3 –** Aug 6

**The Path Forward**

**Address questions and discuss next steps**

CFAC = Citizens' Facility Advisory Committee

# Three Part Series



## Part 1 – July 23: *The Context: Why This Conversation?*

**Purpose:** Establish the long-term financial and operational context

**Topics:**

- Evolution from a growth district to a stewardship district
- The two long-term trends:
    - Increasing operating funding constraints
    - Aging facilities entering major modernization cycles
- Difference between M&O and I&S funding
- Why today's conversation is different than prior bond discussions
- Establish a common understanding

**Desired Outcome:**

Board members share a common understanding of the challenges before discussing specific projects



M&O = Maintenance and Operations I&S = Interest and Sinking

# Part 1 - The Context: Why This Conversation?

***The following structure intentionally mirrors the evolution of the district:***

- **Where we've been:** The community invested in building Leander ISD during an era of extraordinary growth.
- **What has changed:** The operating funding environment has tightened significantly over time, particularly since House Bill 3, reducing local flexibility while costs continued to rise.
- **Where we are today:** The very facilities built during that growth era are now reaching predictable, large-scale renewal milestones that routine maintenance cannot address.
- **Why now:** These two long-term trends; operating funding constraints and capital renewal needs have converged, creating today's discussion.
- **Where we focus now:** Stewarding both the educational experience and the community's long-term investment in its schools.

# Part 1 - The Context: Why This Conversation?

Where We've Been

**Over Twenty Five years ago we asked:**

*"How do we build enough schools to keep up with growth?"*



**REQUIRED INVESTMENT**

# Part 1 - The Context: Why This Conversation?

## A More Complete View

***"During one of the fastest growth periods in Texas, our community invested in creating today's Leander ISD."***



# Part 1 - The Context: Why This Conversation?

## The Growth Era



### Timeline

- **1998–2010**
    - Overall student enrollment doubled
    - The district experienced a significant period of facility expansion to support rapid enrollment growth

***Those investments continue serving students every day.***

***But the financial environment supporting those schools has changed dramatically.***

# Part 1 - The Context: Why This Conversation?

**Today the question has evolved:**

*"How do we address the renewal needs of the facilities our community invested in over 25 years ago?"* 165

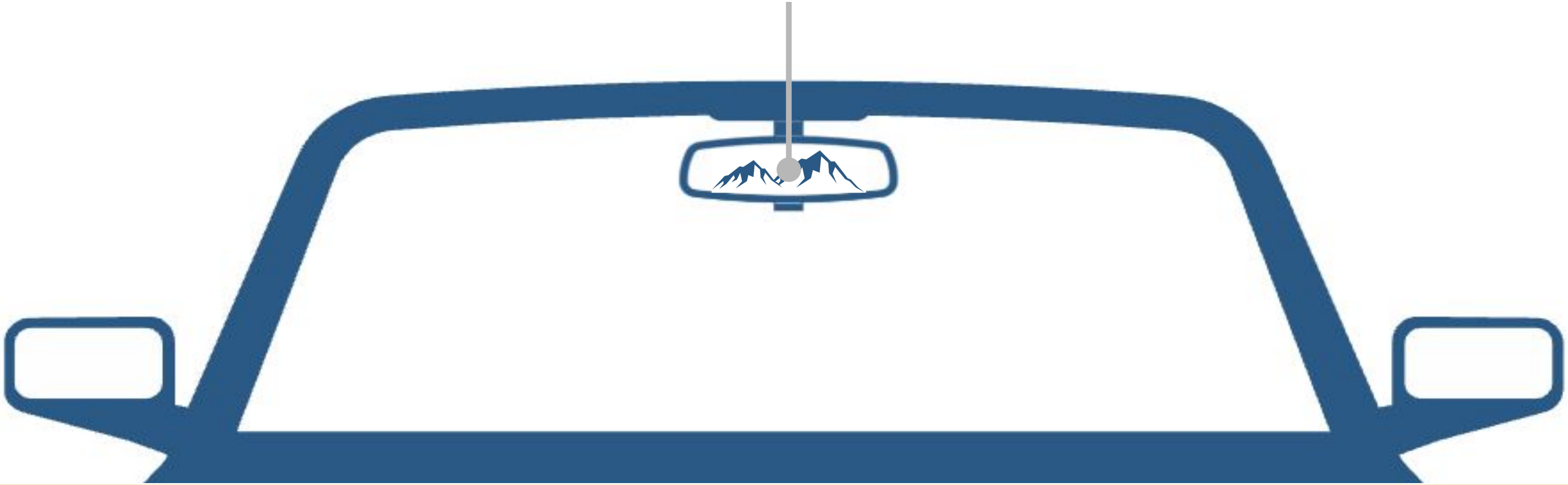
REINVESTMENT

# Part 1 - The Context: Why This Conversation?

## A More Complete View

*The **rearview mirror** reminds us not to lose sight of the campuses that brought us here. Those investments are now reaching the point in their lifecycle where their major systems and components require either replacement or comprehensive modernization.*





# What Those Investments Created

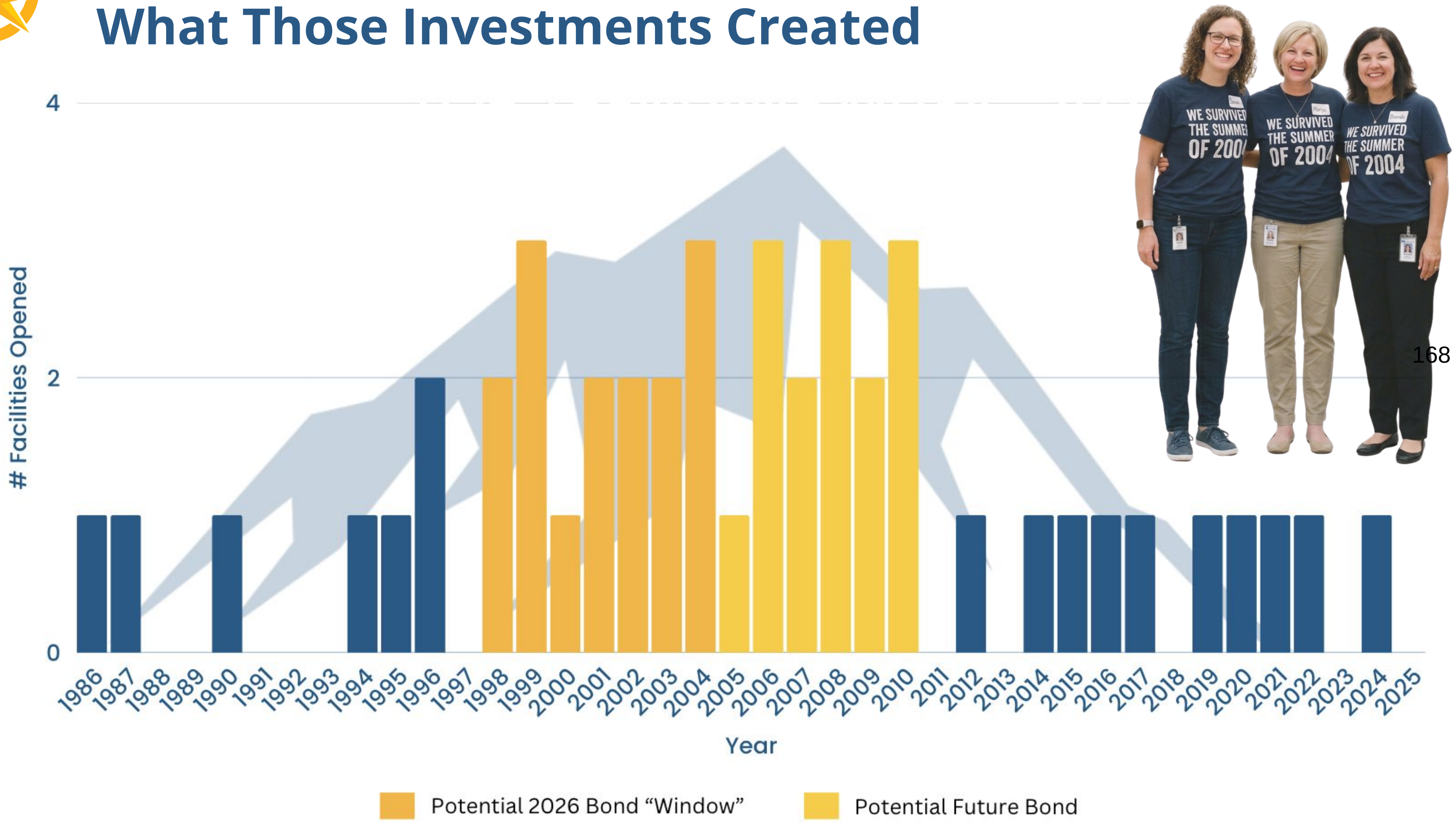
*While we know that **10 campuses** will reach the 25-year lifecycle milestone between **2026 and 2030**, representing the beginning of a significant group of campus modernizations...*

*There is an even **larger group** on the horizon of **13 campuses** reaching the 25 year mark between **2031-2035** needing modernization.*

167

*"Modernization cycles will require significant future bond capacity."*

# What Those Investments Created

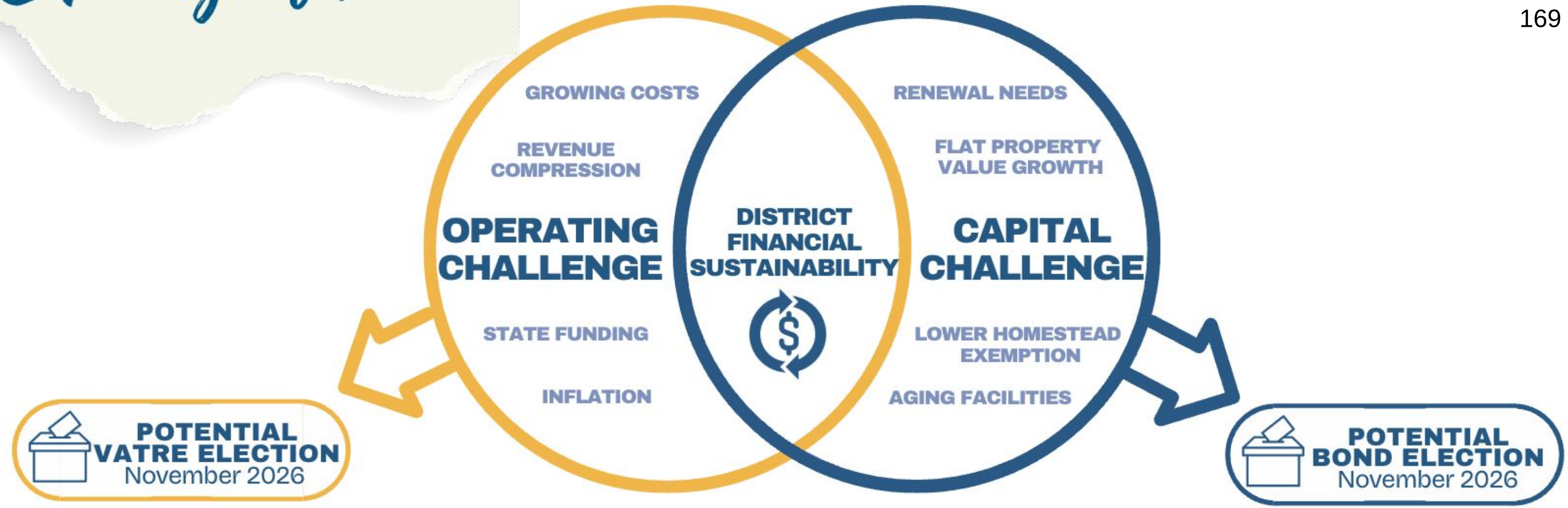



168

# Part 1 - The Context: Why This Conversation?

What Has Changed?



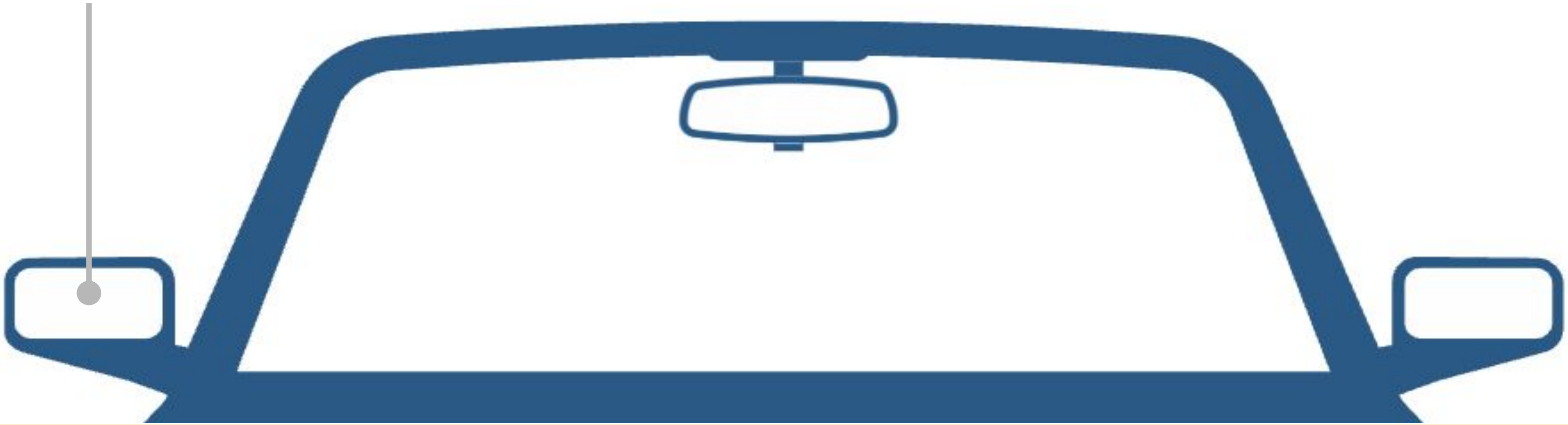


# Part 1 - The Context: Why This Conversation?

## A More Complete View

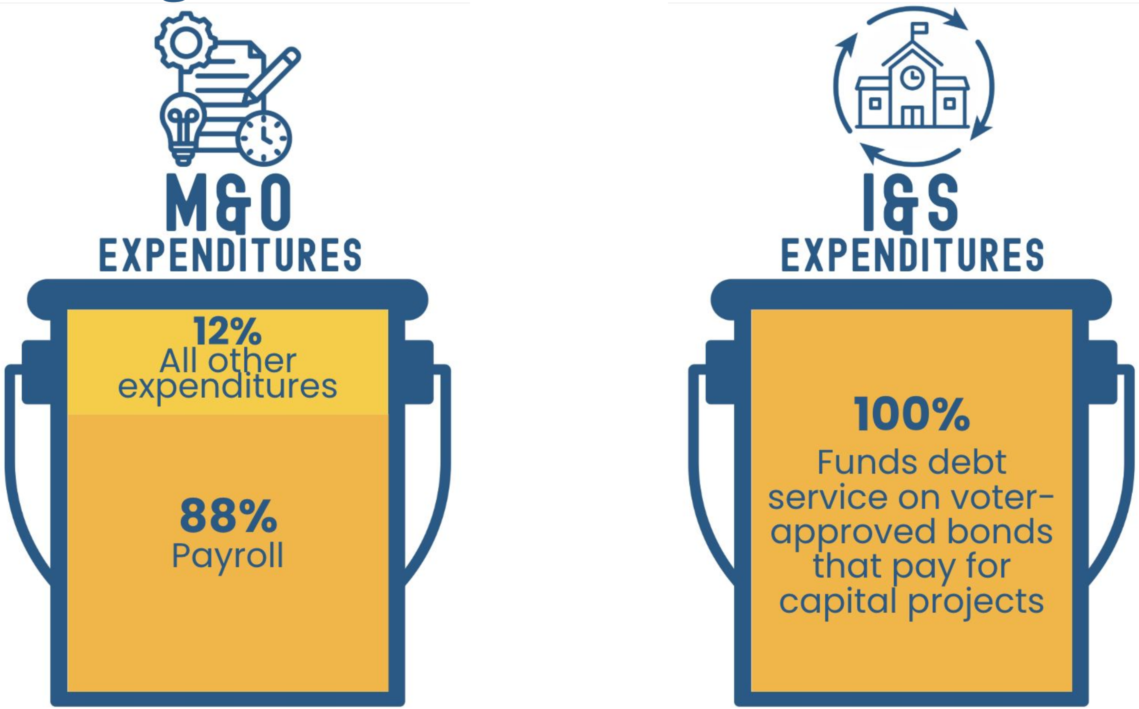
*We also must check our **side mirror…**Today we must also understand the environment around us. Public school funding has changed significantly, creating new operating challenges.*

170



# Part 1 - The Context: Why This Conversation?

## Two Funding Mechanisms for Two Different Purposes




171

***School districts use two different funding mechanisms because they solve two different challenges.***

# Part 1 - The Context: Why This Conversation?

## Two Funding Mechanisms- Breakdown


The “Everything Else” dollars must fund:

- Maintenance
- Technology Support
- Security 172
- Utilities
- Fuel
- Insurance
- Supplies
- Etc.

***Operating budgets are designed to keep schools operating, not replace major building systems.***

# Part 1 - The Context: Why This Conversation?

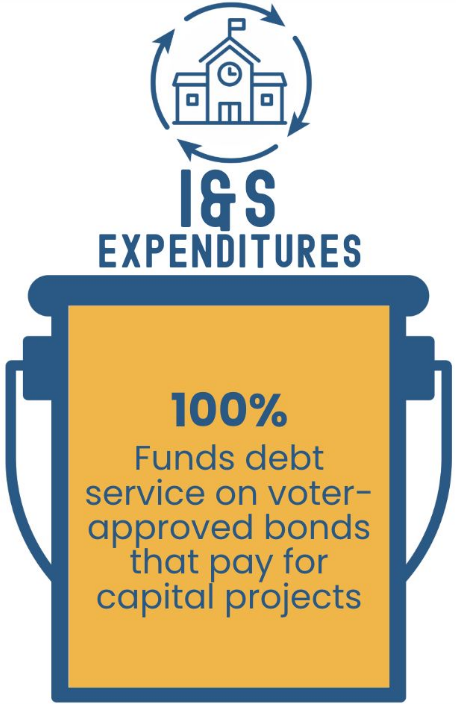
## Two Funding Mechanisms- Breakdown

The "Community Investment" dollars fund:

Being considered thru the CFAC process

- Campus Modernization
- HVAC Replacement
- Roof Replacement
- Safety & Security Improvements
- School Buses
- Technology Infrastructure
- Major Building Systems

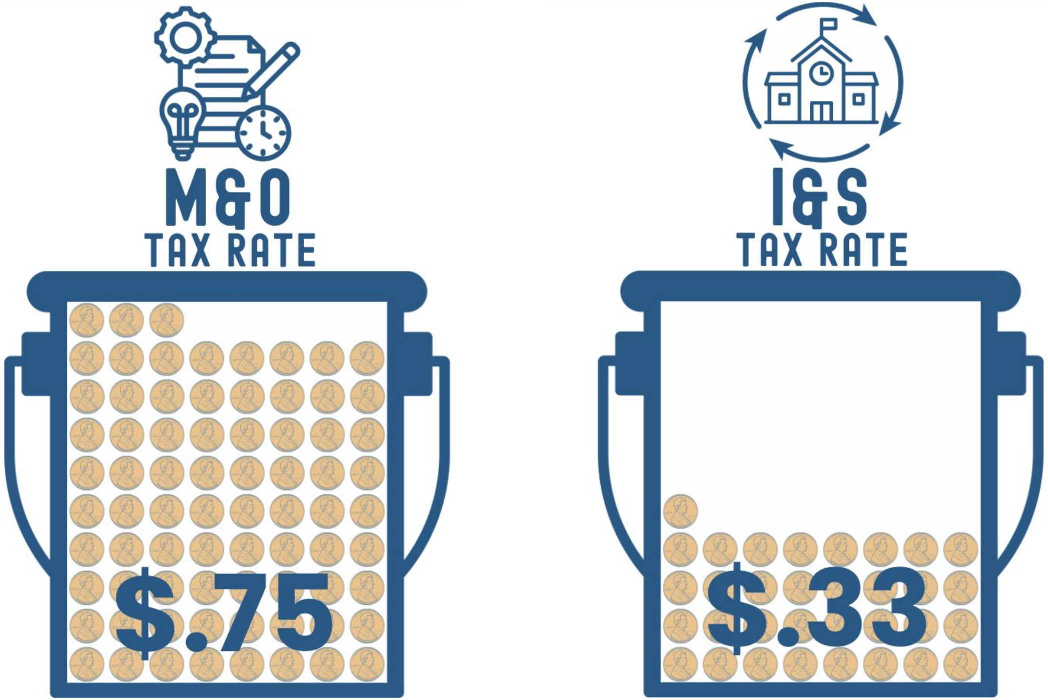
***Bond programs are designed to preserve, renew, and improve long-term community assets, not fund day-to-day operations.***




173

# Part 1 - The Context: Why This Conversation?

## Two Funding Mechanisms- 2025-26 Tax Rate Breakdown

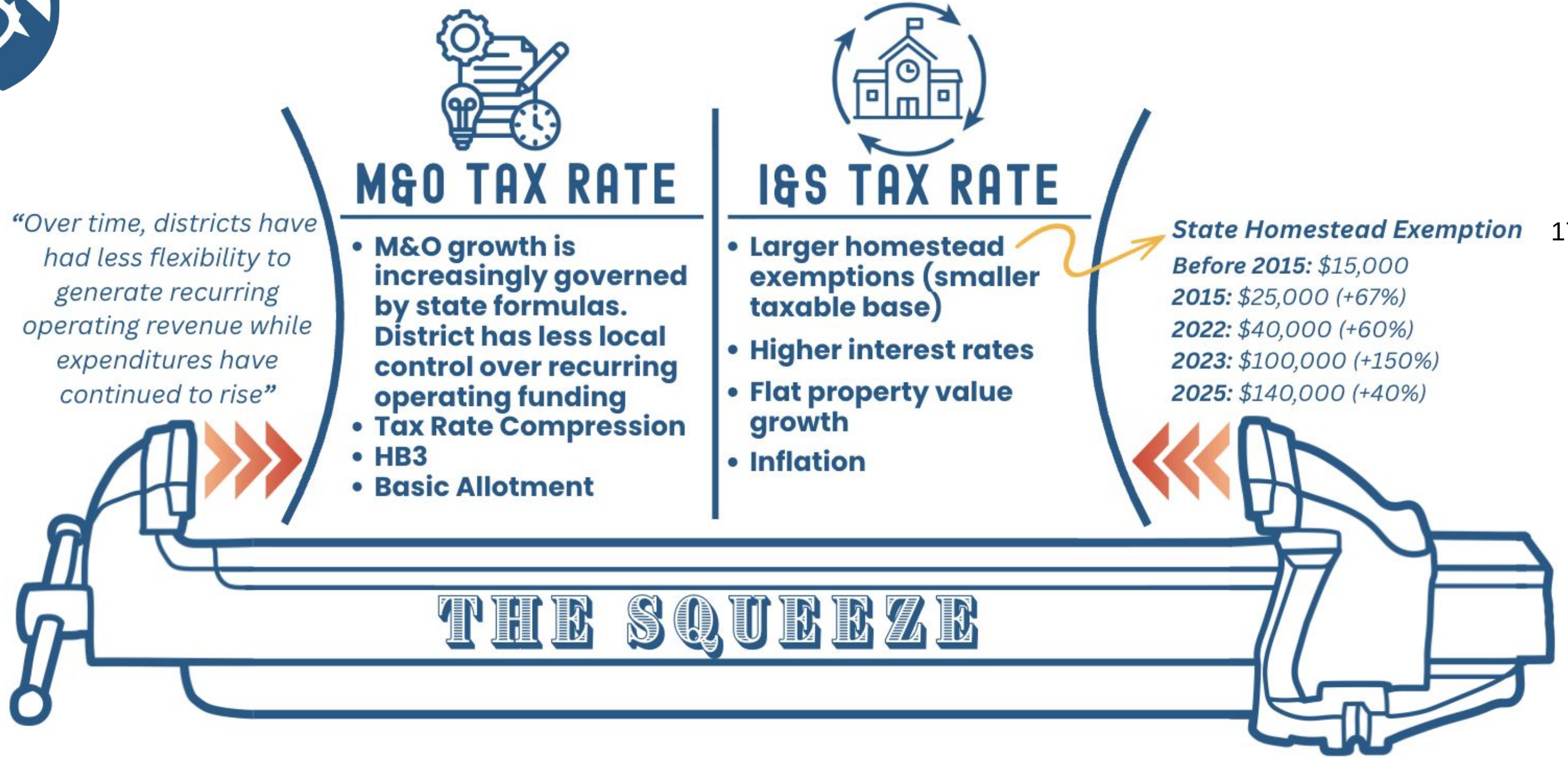





***School districts use two different funding mechanisms because they solve two different challenges***

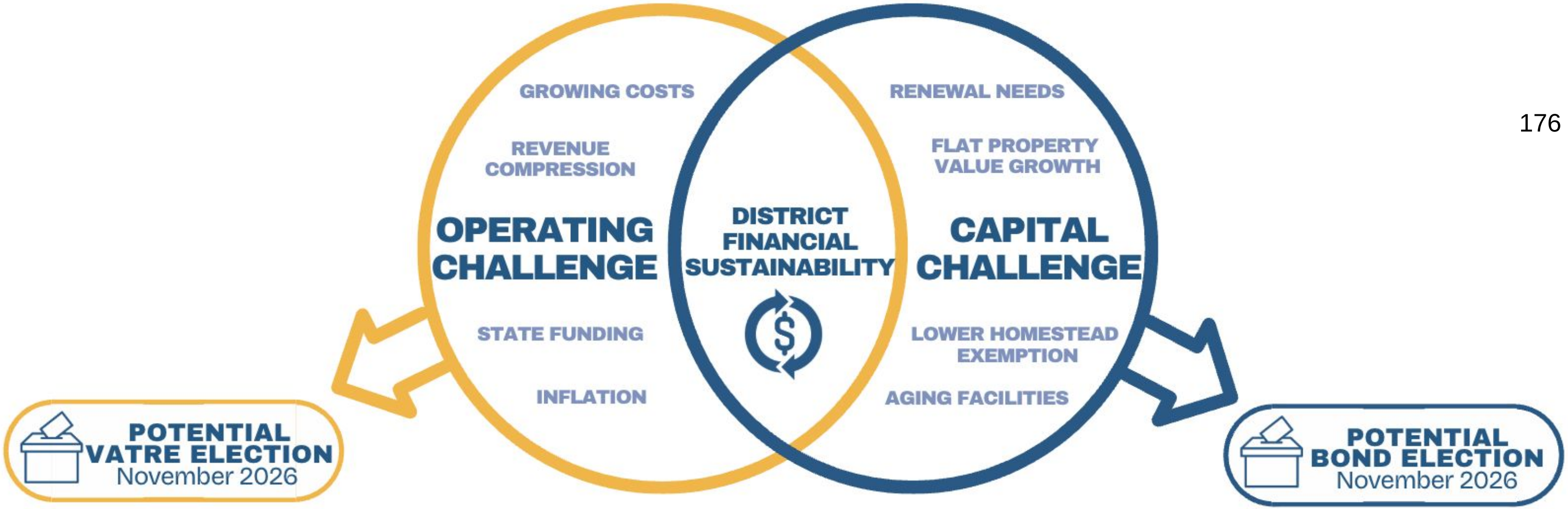
# Part 1 - The Context: Why This Conversation?

## Public Education Funding Has Become Increasingly Constrained



# Part 1 - The Context: Why This Conversation?

## Two Challenges Have Converged

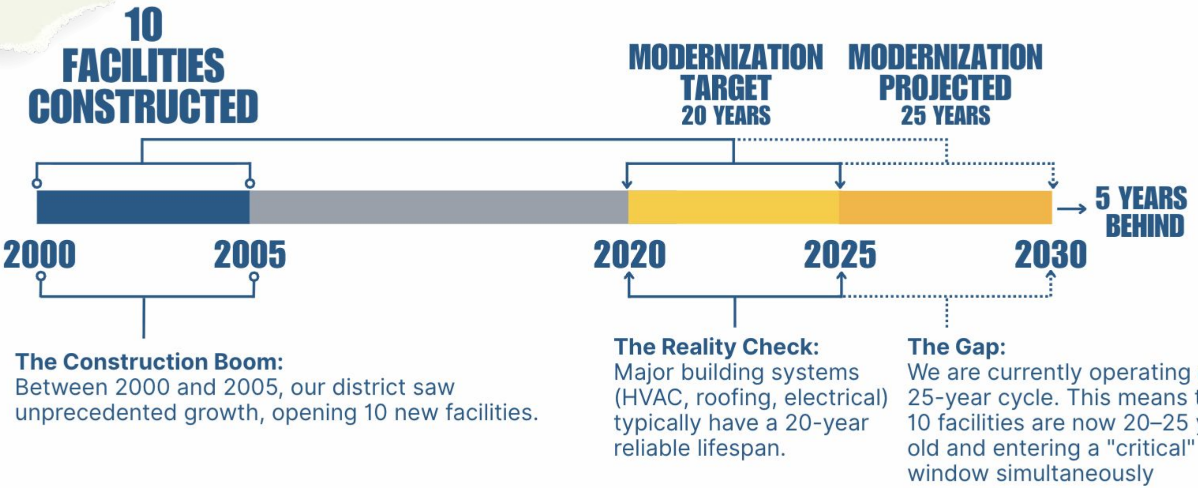


# Part 1 - The Context: Why This Conversation?

*Where We Are Today*

## *Facilities naturally progress from Construction to Renewal*

177



# Part 1 - The Context: Why This Conversation?

## Routine HVAC Maintenance (M&O) vs Capital Renewal (Bond)

District maintains approximately **8 million square feet** of facilities.



Currently, the *M&O* budget appropriates approximately **$650,000 annually** for contracted **HVAC repair services**, in addition to work performed by District maintenance staff. *These resources support ongoing repairs and operational needs but are not intended to fund large-scale infrastructure replacement.*

As facilities age, the risk of system failures increases, particularly for major building infrastructure. Within the next **four-year** *Bond* **planning window** alone, the District has identified approximately **$239 million** in **HVAC replacement** and **modernization needs**.



HVAC = Heat, Ventilation, & Air Conditioning

# Part 1 - The Context: Why This Conversation?

## Major Maintenance vs Modernization

***To help with clarity and shared understanding,***

Historically, **"Major Maintenance"** has referred to significant, non-routine repair or replacement of facility systems and components (such as HVAC, roofing, electrical, plumbing, and structural elements). Historically, these investments were funded through Leander ISD's dedicated Major Maintenance Plan (M&O tax rate allocation) **until 2022**, when the funding of these future renewal and replacement needs shifted to be considered as part of future bond programs.



Facility **Modernization** includes both system replacements and comprehensive interior upgrades that improve the overall condition, efficiency, and usability while extending the useful life of facilities (e.g., HVAC system replacement, lighting upgrades, new flooring, painting, updated furniture, and the replacement of aging equipment and systems).

# Part 1 - The Context: Why This Conversation?

## Previous I&S Funding Strategy and Actions

180

FISCAL YEAR
22-23

I&S TAX RATE
.465
+
'MAJOR MAINTENANCE'
M&O TAX LEVY
.02

*Major Maintenance needs were to be included in future bond considerations moving forward*

I&S TAX RATE
.330
+
'MAJOR MAINTENANCE'
M&O TAX LEVY
.00
APPROXIMATE
CURRENT VALUE OF .02
$8.4 MILL

# Part 1 - The Context: Why This Conversation?

## Different Challenges Require Different Solutions

| Operating Challenge | Capital Challenge |
|---|---|
| Teacher Compensation | Aging Facilities and Systems |
| Utilities | Infrastructure |
| Student Programs | Buses |
| **M&O** | **I&S** |
| Potential **VATRE** | Potential **Bond** |

181

***One challenge cannot solve the other. Sustainable operations and sustainable facilities require different funding mechanisms.***

# Part 1 - The Context: Why This Conversation?


## Stewardship Means Reinvesting

*The same facilities our community invested in during the growth era now require reinvestment so that future students experience the same quality learning environments.* 182

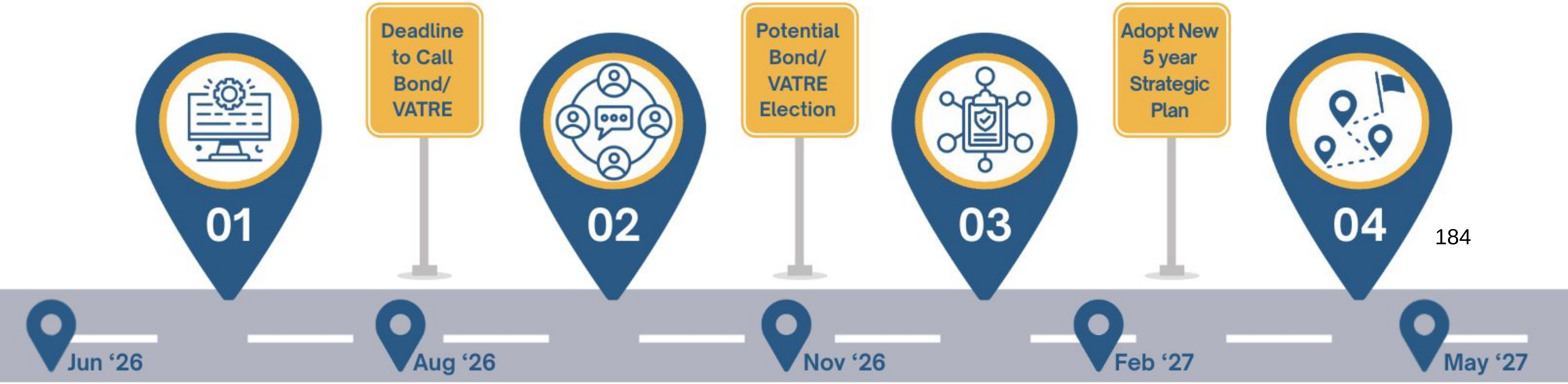
**This aligns directly with the four Board commitments.**

# Part 1 - The Context: Why This Conversation?

| | Commitment | **Alignment** (Bond & VATRE) |
|---|---|---|
| | **Student Experience** | Protects and maintains high-quality learning opportunities and environments for students. |
| | **Staff Experience** | Protects and maintains the value, resources and environments staff need to support student success. |
| | **Stewardship** | Responsibly preserves community investments while maximizing value for students and taxpayers. |
| | **Sustainability** | Supports the district's long-term operational, financial, and facility sustainability. |

183

# Part 1 - The Context: Why This Conversation?





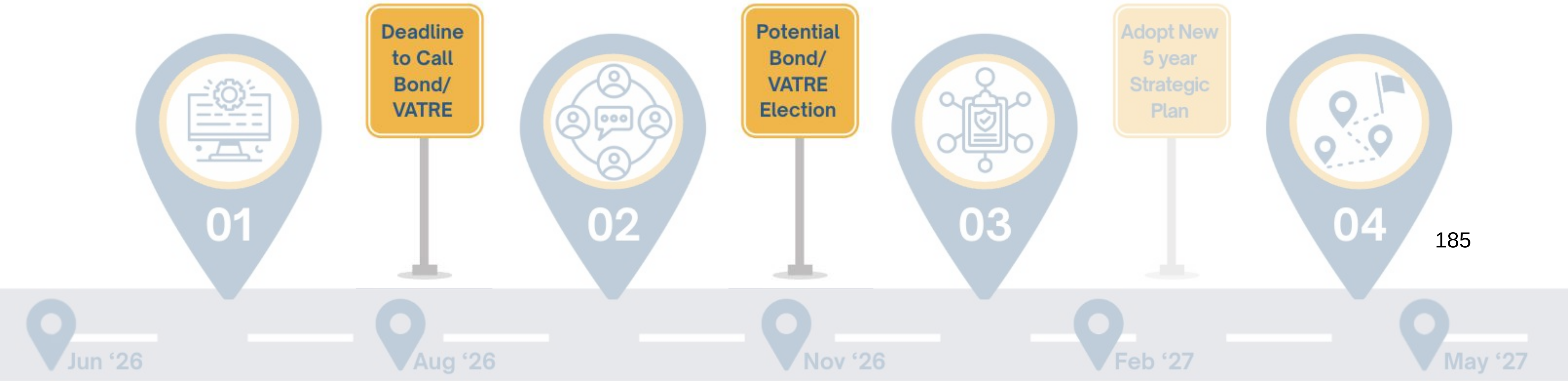

**Data Gathering**
Collect and consolidate relevant academic, financial, operational, and facilities data from all available sources to inform all aspects of the *Leander ISD 2037* process.

**Engagement & Visioning**
Partner with all stakeholders to create an envisioned future that encompasses campus operations, staffing, program analysis, facilities and asset management, revenue generation, expense reduction, and community engagement.

**Framework Development**
Create a transparent framework for strategic and long-term planning that incorporates the unique context, values, and experience of Leander ISD stakeholders.

**Strategic Development**
Conduct comprehensive engagement with trustees, staff, and community members related to draft scenarios that address the key components of the Fall 2025 long-term planning resolution.

# Part 1 - The Context: Why This Conversation?




185

**Data Gathering**
Collect and consolidate relevant academic, financial, operational, and facilities data from all available sources to inform all aspects of the *Leander ISD 2037* process.

**Engagement & Visioning**
Partner with all stakeholders to create an envisioned future that encompasses campus operations, staffing, program analysis, facilities and asset management, revenue generation, expense reduction, and community engagement

**Framework Development**
Create a transparent framework for strategic and long-term planning that incorporates the unique context, values, and experience of Leander ISD stakeholders.

**Strategic Development**
Conduct comprehensive engagement with trustees, staff, and community members related to draft scenarios that address the key components of the Fall 2025 long-term planning resolution.

# Part 1 - The Context: Why This Conversation?

| | If We Act This November | If We Wait |
|---|---|---|
| | Projects can begin Summer 2027 and Address aging facilities sooner | Major comprehensive projects likely delayed until Summer 2028, losing an entire construction season. Risk of system failures and emergency repairs increases as buildings continue to age. |
| | **Bond:** Current costs. **VATRE:** provides recurring operating revenue | **Bond:** Inflation continues to increase project costs while needs continue to grow. **VATRE:** Staff compensation increases may be delayed as other operating priorities may compete for limited available funds. |
| | Current legislative environment | The 90th Texas Legislature may change school bond requirements for elections after June 2027. Delaying action could introduce additional uncertainty and may limit the district’s flexibility in addressing future facility needs. |
| | Available bond savings remain available to offset future unforeseen capital needs | Available bond savings may need to be redirected to inflation, continuing annual expenditures (ex. Software), and time-sensitive capital needs (ex. bus replacement-Senate Bill 546); likely exceed available savings. |

# Part 1 - The Context: Why This Conversation?

CFAC 26

The current bond being planned and for potential consideration is largely about *maintaining* the **student** and **staff experience**, **stewarding community investments**, and **sustaining our facilities** over the next few years.

LEANDER ISD 2037

The future focused planning process is about determining how we can potentially **improve** those **experiences** and position the district for the **next decade**. One addresses **known needs;** the other helps define **future opportunities**. Responsible **stewardship** requires both.

# Part 1 - The Context: Why This Conversation?

Where we focus now

***Navigating an increasingly constrained operating funding environment while a large number of facilities and systems enter their major renewal cycle.***



*State law requires the published tax rate to reflect the maximum rate that may ultimately be adopted. Therefore, so that a VATRE remains an option, administration intends to* ***republish the proposed tax rate*** *to include the potential additional three pennies associated with the VATRE.*

# Part 1 - The Context: Why This Conversation?

## Driving Forward Requires Focusing On All Three Views

| Mirror | Represents |
|---|---|
| Windshield | Growth that built today's district |
| Rearview Mirror | Facilities entering renewal |
| Side Mirror | Today's funding environment |



***Only by understanding all three perspectives can we determine the best path forward.***

# Three Part Series

## *Putting The Pieces Together*

### 1

**Part 1 –** July 23

***The Context: Why This Conversation?***

**Establish the long-term financial and operational context**

### 2

**Part 2 –** July 30

**The Projects: CFAC Recommendations**

**Present the work of the Citizens' Facility Advisory Committee**

### 3

**Part 3 –** Aug 6

**The Path Forward**

**Address questions and discuss next steps**

# Three Part Series

## Part 2 – July 30: *The Projects: CFAC Bond Recommendations*

**Purpose:** Present the work of the Citizens' Facility Advisory Committee

**Topics:**

- CFAC overview
- Steering Committee recommendations
- Prioritized projects and long-term facility needs
- Potential financial analysis and scenario modeling
- Initial Board discussion

191

**Desired Outcome:**

Board understands what bond projects are being recommended for considerations and corresponding funding impact.

# Three Part Series

## Part 3 – August 6: *The Path Forward*

**Purpose:** Address questions and discuss next steps

**Topics:**

- Follow-up to questions from July 23 and July 30
- Potential VATRE/Bond relationship and timeline (if applicable)
- Potential engagement strategy
- Next steps

**Desired Outcome:**

Provide the Board with any remaining information needed before future decision points.

# DISCUSSION