

SEISD Board Instructional Workshop

May 21, 2026



PURPOSE AND SCOPE OF RESEARCH AND EVALUATION FOR SEISD



Central Support System

Research and Evaluation ensures instructional decisions and accountability are based on accurate data and aligned with regulations.

Accountability Interpretation

The team translates complex state accountability metrics into actionable insights for district leaders and trustees.

Cross-Department Coordination

Research and Evaluation coordinates across departments to align improvement plans and streamline testing logistics.

Protecting District Integrity

The role safeguards the district's credibility by ensuring aligned, transparent data and instructional priorities.

A top-down view of a wooden desk. On the left, a blue folder holds a white lined notebook. A hand in a grey sleeve holds a black pen over the notebook. To the right, a pair of glasses sits on a document. Below the glasses is a bar chart with five bars of different colors (purple, blue, green, orange, red) and values 11, 18, 12, 14, and 21. The chart is titled 'Column Chart'.

COMPLIANCE AND DATA STEWARDSHIP RESPONSIBILITIES

Accurate Student Data Management

Ensuring student assessment data is accurate and timely protects student postsecondary opportunities and district credibility.

Assessment Tools Coordination

Monitoring Accuplacer access and licensing ensures uninterrupted testing and college readiness placement for students.

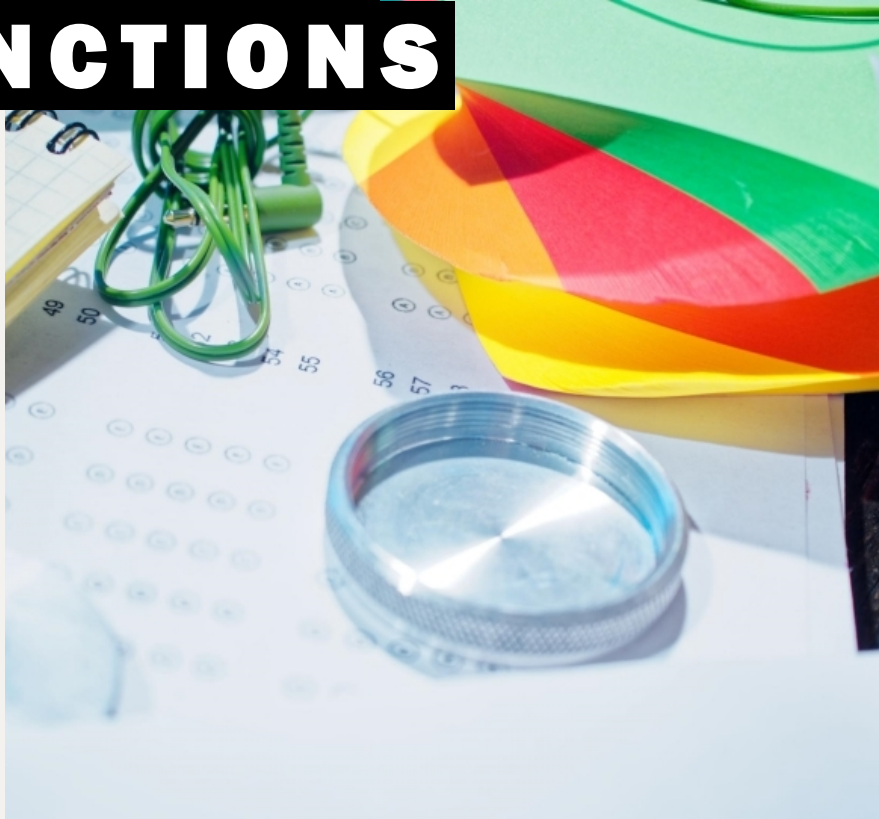
Compliance and Audit Preparation

Collaborating with PEIMS and campuses to maintain audit-ready data supports compliance and accurate reporting.

Data Stewardship and Decision Support

Accurate data stewardship enables sound decision-making, resource allocation, and transparent community communication.

INSTRUCTIONAL AND OPERATIONAL SUPPORT FUNCTIONS



Instructional Materials Coordination

Collaborating with teams to organize and order campus instructional materials ensures timely and aligned resources for effective teaching.

District Calendar Management

Managing and updating the district calendar maintains alignment for instruction, testing, and professional development schedules.

Improvement Plan Alignment

Aligning campus improvement plans with district priorities supports unified goals and accountability targets across schools.

Support for Curriculum Planning

Developing planning documents provides structured tools that enhance coherent curriculum planning and monitoring.

TRAINING, COMMUNICATION, AND ONGOING SUPPORT



Training for State Testing

Training campus leadership on STAAR, STAAR Alternate 2, and TELPAS ensures understanding of test administration and security requirements.

Ongoing Communication and Support

Providing weekly instructional walkthrough updates helps leaders monitor quality and identify areas needing support.

Legislative and Accountability Updates

Updating the Board of Trustees on HB3 and supporting Results Driven Accountability ensures alignment with legislative changes.

Collaboration with TEA

Participating in TEA meetings supports instructional practices and development of Targeted Improvement Plans.

TEXAS ACCOUNTABILITY SHIFT: FROM STAAR TO STUDENT SUCCESS TARGETS (SST)



STAAR		Student Success Tool (SST) Begins Fall 2027
<ul style="list-style-type: none"> • Single end-of-year summative assessment • Measures student performance at one point during the school year 	<p>Purpose & Overall Design</p>	<ul style="list-style-type: none"> • Required Beginning of Year (BOY) and Middle of Year (MOY) checkpoints for grades 3-8, optional BOY and MOY checkpoints for EOCs, and required End of Year (EOY) summative assessment for all • Provides multiple measures of student performance across the year
<ul style="list-style-type: none"> • Static assessment (same items for all students) • Online 	<p>Assessment Format</p>	<ul style="list-style-type: none"> • BOY & MOY <ul style="list-style-type: none"> » TEA will provide BOY and MOY assessments that are adaptive (questions adjust to student performance) » Districts may choose to administer an alternative assessment from a TEA-approved list in place of the state BOY/MOY assessments • EOY <ul style="list-style-type: none"> » TEA will provide a required static assessment (all students receive the same items) » Online
<ul style="list-style-type: none"> • Designed for most students to complete within 3 hours 	<p>Test Length</p>	<ul style="list-style-type: none"> • Designed for most students to complete within: <ul style="list-style-type: none"> » Grades 3-4 → BOY/MOY: 60 min.; EOY: 90 min. » Grades 5-8 → BOY/MOY: 75 min.; EOY: 105 min. » EOC → To be determined
<ul style="list-style-type: none"> • One spring testing window (April/early May) consisting of over-lapping 2-week windows for each content area • Writing included in spring administration 	<p>Testing Windows</p>	<ul style="list-style-type: none"> • BOY: Late August–Sept 30 • MOY: Jan 2–Feb 21 • RLA Writing: Apr 1–15 (separate early window) • EOY: May 1–30

TEXAS ACCOUNTABILITY SHIFT: FROM STAAR TO STUDENT SUCCESS TARGETS (SST)



STAAR		Student Success Tool (SST) Begins Fall 2027
<ul style="list-style-type: none"> Results are returned after the close of the statewide scoring and reporting process Results are reported according to established TEA timelines 	<p>Data Return Timeline</p>	<ul style="list-style-type: none"> BOY/MOY/EOY results within two business days of the close of the testing window Beginning in year 2: BOY and MOY results are expected to be available immediately after testing
<ul style="list-style-type: none"> Grades 3–8 <ul style="list-style-type: none"> » RLA & Math: Grades 3–8 » Science: Grades 5 and 8 » Social Studies: Grade 8 » Spanish versions available: Grades 3–5 EOCs <ul style="list-style-type: none"> » Algebra I, Biology, English I, English II, U.S. History 	<p>Grade Levels/ Content Areas Assessed</p>	<ul style="list-style-type: none"> Grades 3–8 <ul style="list-style-type: none"> » RLA & Math: Grades 3–8 » Science: Grades 5 and 8 » Social Studies: Grade 8 » Spanish versions available: Grades 3–5 EOCs <ul style="list-style-type: none"> » Algebra I, Biology, English I, U.S. History
<ul style="list-style-type: none"> Five EOCs required: <ul style="list-style-type: none"> » Algebra I, Biology, English I, English II, U.S. History 	<p>High School Impact</p>	<ul style="list-style-type: none"> Four EOCs required: <ul style="list-style-type: none"> » English II removed beginning in 2027–28 BOY/MOY optional for EOCs EOC graduation requirements remain the same for the classes of 2026 and 2027. Requirements for the class of 2028 and beyond are TBD
<ul style="list-style-type: none"> Online supports available Paper/braille available; Spanish versions (3–5) Students with the most significant cognitive disabilities take the STAAR Alternate 2 	<p>Accommodations</p>	<ul style="list-style-type: none"> Online supports available Paper/braille available; Spanish versions (3–5) *Students with the most significant cognitive disabilities participate in an EOY alternate assessment; BOY and MOY are not required

TEXAS ACCOUNTABILITY SHIFT: FROM STAAR TO STUDENT SUCCESS TARGETS (SST)



STAAR		Student Success Tool (SST) Begins Fall 2027
<ul style="list-style-type: none"> Benchmark and interim assessments may be locally developed by districts or selected from vendors of their choosing TEA will continue to provide optional STAAR Interims through 2026-27 	Benchmark & Interim Assessments	<ul style="list-style-type: none"> Districts may choose to administer BOY/MOY assessments from a TEA-provided approved list BOY/MOY assessments serve as the districtwide benchmark checkpoints under HB 8; classroom formative assessments, unit assessments, and diagnostic tools used for instruction remain locally determined
<ul style="list-style-type: none"> All operational spring STAAR items are released annually December and June EOCs, embedded field test items, and interim items are not released 	Released Items	<ul style="list-style-type: none"> All operational EOY SST items are released annually BOY/MOY items will not be released
<ul style="list-style-type: none"> End-of-year summative results are used in growth and achievement calculations Assessment data used for A-F accountability ratings 	Accountability Impacts	<ul style="list-style-type: none"> EOY results used for A-F accountability ratings Through-year growth measure in development for future years
<ul style="list-style-type: none"> TEA provides a Family Portal for parents/guardians to access scores 	Parent/Guardian Access	<ul style="list-style-type: none"> Parents/guardians will continue to have access to their Family Portal Parents/guardians can sign up for text notifications when results are available
<ul style="list-style-type: none"> Administered in a single extended testing session Same items presented to all students Performance evidence collected during one testing administration One testing window per year 	Student Experience	<ul style="list-style-type: none"> Administered across multiple shorter testing sessions during the school year BOY and MOY assessments are adaptive; EOY is static Performance evidence collected during multiple testing administrations Multiple testing windows (BOY, MOY, EOY)

Instructional Programs

Curriculum & Instruction

Ensure the curriculum is thoughtfully developed, aligned, and put into practice across all classrooms, using high-quality instructional materials to support strong standards-based teaching.

Professional Development

Support ongoing training to strengthen teacher effectiveness and instructional practices.

Data-Driven Decision Making

Use student performance data and assessments to guide instructional improvements and monitor program effectiveness.

Student Support & Intervention

Help to organize support for students who are struggling, while also making sure advanced learners have opportunities to be challenged and grow

Equity & Access

Ensure all students have access to rigorous learning opportunities and addresses achievement gaps among student groups.



Instructional Programs



Collaboration & Communication

Work with stakeholders to align goals, share expectations, and maintain transparency around instructional initiatives.

Instructional Leadership

Provide guidance and support to school leaders to maintain consistent, high-quality instruction.

Compliance & Policy Implementation

Ensure all instructional programs meet district, state, and federal requirements.

Program Evaluation

Monitor and evaluate instructional programs to determine their impact and make informed adjustments.

Gifted and Talented



GT Family Nights

Events where families come together to participate in engaging gifted and talented (GT) activities alongside their child. These evenings are designed to strengthen the connection between home and school while giving parents a better understanding of how GT students learn and think. Activities are interactive, creative, and supported through Creative Learning Collaborative.

GT Student Competitions

Opportunities for GT students to work in teams and collaborate on a variety of challenging activities. These competitions encourage critical thinking, problem-solving, and teamwork. Like the family nights, these are supported through Creative Learning Collaborative and are designed to extend learning beyond the classroom.

2nd Grade GT Universal Testing

All second-grade students were screened to ensure equitable access to the GT program. Students who met the initial screening criteria moved forward to formal GT testing. As a result of this process, 6 students were identified for GT services. Overall, as a district we have 33 students who were identified/qualified for GT services.

STEM Tank Challenge (May)

An upcoming event where GT students will participate in a STEM-based challenge. GT students will engage in a hands-on robotics competition where they design, build, and program robots.

GT Professional Development Update

Ongoing efforts are in place to ensure all teachers meet GT training requirements. This includes making sure current teachers complete the required 6-hour annual update and that new teachers receive the full 30 hours of GT foundational training.



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LPAC



LPAC Administrator Training

Provide training for the LPAC administrator on all required procedures at the beginning, middle, and end of the year to ensure compliance and consistency in supporting emergent bilingual students.

Progress Monitoring Every 9 Weeks

Ensure the LPAC administrator reviews student grades every nine weeks. This includes holding monitoring meetings to discuss students who are failing or at risk of failing and identifying appropriate interventions.

LPAC Audits

Conduct LPAC audits twice a year, once in the fall and once in the spring, to verify that all required documentation is accurate, complete, and properly maintained in student files.

Campus Support

Provide ongoing support to campuses as needed, including guidance, troubleshooting, and assistance with LPAC processes to ensure all requirements are met effectively



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UIL Academics



UIL Event Hosting (Middle School & High School)

Both the middle school and high school successfully hosted UIL events during the school year, providing students with opportunities to compete and showcase their academic skills.

Coordination and Planning Support

Collaborated with both campus coordinators to help ensure the events were well-organized and ran smoothly.

Event Assistance

Provided on-site support at both the middle school and high school during UIL events to assist with logistics and overall execution.

Cross-Department Organization

Supported organization and coordination efforts across departments at both campuses to help streamline event planning and implementation.

Questions

