

# Board Agenda Item Form

*All Judson ISD students will receive a quality education enabling them to be successful in a global society.*

Board Meeting Date: 5/21/2026

Office	Agenda Location/Type
<input type="checkbox"/> Administrative Services	<input type="checkbox"/> Recognitions
<input type="checkbox"/> Business and Operations	<input type="checkbox"/> Consent Items
<input checked="" type="checkbox"/> Curriculum and Instruction	<input type="checkbox"/> Action Items
<input type="checkbox"/> Communication	<input checked="" type="checkbox"/> Discussions
<input type="checkbox"/> Human Resources	<input checked="" type="checkbox"/> Superintendent's Report
<input type="checkbox"/> Student Services	<input type="checkbox"/> Board Activities
<input checked="" type="checkbox"/> Superintendent	<input checked="" type="checkbox"/> Unfinished Business
<input type="checkbox"/> Other: Board	<input type="checkbox"/> New Business

**Strategic Priorities: Check the strategic priority your agenda item applies to.**

<div style="border: 1px solid black; padding: 5px; display: inline-block; margin-bottom: 10px;"><input checked="" type="checkbox"/></div> <p style="text-align: center;"><b>Priority 1: Student Academic Achievement and Success</b></p> <ul style="list-style-type: none"> <li>1.1 Growth and Student Achievement</li> <li>1.2 Student Experience and Well-Being</li> <li>1.3 CCMR</li> </ul>	<div style="border: 1px solid black; padding: 5px; display: inline-block; margin-bottom: 10px;"><input checked="" type="checkbox"/></div> <p style="text-align: center;"><b>Priority 2: Faculty and Staff</b></p> <ul style="list-style-type: none"> <li>2.1 Faculty and Staff Recruiting and Retention</li> <li>2.2 Faculty and Staff Engagement and Satisfaction</li> <li>2.3 Faculty and Staff Capacity Building</li> </ul>	<div style="border: 1px solid black; padding: 5px; display: inline-block; margin-bottom: 10px;"><input type="checkbox"/></div> <p style="text-align: center;"><b>Priority 3: Stakeholder Engagement</b></p> <ul style="list-style-type: none"> <li>3.1 Parent and Family Satisfaction and Engagement</li> <li>3.2 Connections with Governmental Institutions</li> <li>3.3 Business and Community Partnerships</li> </ul>
<div style="border: 1px solid black; padding: 5px; display: inline-block; margin-bottom: 10px;"><input type="checkbox"/></div> <p style="text-align: center;"><b>Priority 4: Finance and Operations</b></p> <ul style="list-style-type: none"> <li>4.1 Long-Range Facility Planning</li> <li>4.2 Equity of Funds</li> <li>4.3 Systematic Long-Range Financial Planning</li> </ul>		

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**Agenda:**

**Discussion:**

Review of data related to results of changes to middle school programming from the 2025-26 school year (double block ELAR and Math).

**Requested by Board Member**

Monica Ryan

## History:

Last year, the district made the decision to schedule every middle school student for 2 math classes and 2 English classes (calling the second block of each MTSS). Additionally, middle school math and English teachers were granted a second planning period each day (at a cost of over \$500K a year).

The plan for 2025-26 guidance was 1) students who failed or approaches STAAR would be enrolled, and parents could opt out, 2) meets and masters would not be enrolled, and parents could opt in, and 3) all parents were to be notified of that.

Superintendent/C&I Department owed the board Return on Investment (ROI) data before it would be continued for the 2026-27 school year.

Is this program going to be continued next year? If so, what is the data to support the denial of electives and extra cost to the district for double planning periods?

Academic Data on students enrolled and not enrolled in MTSS this year to answer the following questions:

Did students who were previous STAAR failures achieve more than 1 year growth and have higher growth than peers not in MTSS?

Did previous STAAR approaches achieve more than 1 year growth and reach meets and have higher growth than peers not in MTSS?

Did previous STAAR meets achieve more than 1 year growth and reach masters and have higher growth than peers not in MTSS?

Did previous STAAR master have higher growth rate than peers without MTSS and have higher growth than peers not in MTSS?

How much did the number of students achieving high school credit while in middle school drop as a result of this change?

Did attendance rates increase or decrease for student's enrolled in MTSS?

Based on data, will this programming be continued for next year?