Mathis Independent School District

District Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement

Mathis I.S.D. is an accountable learning community that creates innovative thinkers and leaders who wil change the world.

Vision

Building Minds Together

Core Beliefs

Pride

Innovation

Respect

Accountability

Teamwork

Engagement

Safety

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Comprehensive Needs Assessment

Revised/Approved: November 9, 2020

Demographics

Demographics Summary

Mathis I.S.D. is a rural school district located on FM 359 along Interstate Highway 37 in western San Patrcio County. Mathis I.S.D. is approximately 174.5 square miles of San Patricio County and includes sections of Live Oak County and Bee County. Mathis I.S.D. has 4 campuses Pre-K through 12th grade.

DEMOGRAPHICS

Mathis I.S.D. has a student population of 1591.

Enrollment By Grades

PEIMS	2019-2020
EC	1
PK	78
K	88
1	108
2	128
3	129
4	117
5	108
6	131
7	136
8	121
9	142
10	121
11	90
12	93
Total	1591

Class size by Grade and Subject for 2019-2020

	District	State
K	14.5	19.0
1st	13.1	18.9
2nd	15.8	18.8
3rd	16.0	19.0
4th	14.2	19.2
5th	13.4	20.9
6th	16.9	16.4
ELA	16.3	16.4
Math	16.0	17.8
Science	14.9	18.8
Soc Stu	15.9	19.3

Race/Ethnic

PEIMS	Hispanic	White	African-American	Asian	Amer. Ind/Alas	2/More
#	1405	159	12	6	2	8
%	88.3%	9.9%	0.8%	<1%	<1%	<1%

Gender

Female	741
Male	850

Attendance Rate

TAPR	District	State
2018-2019	94.1%	95.4%

Student Enrollment by Program

Program	# Students	District %	State %
ESL	40	2.5%	20.3%
Career & Technical Education	437	27.5%	27.6%
Gifted & Talented	64	4%	8.1%
Special Education	163	10.2%	10.5%
Economically Disadvantaged	1372	86.2%	60.3%
At Risk	892	56.1%	50.6%

Teacher Data for 2019-2020

Total	114.3
Beginning Teachers	6.5
1-5 Years Experience	37
6-10 Years Experience	20
11-20 Years Experience	29.9
Over 20 Years Experience	21
African-American	2.0
Hispanic	72.5
White	36.9
Two or More Races	2.9

Campus Leadership Data for 2019-2020

	District	State
Avg Yrs Experience of Principals	5.8	6.2
Avg Yrs Experience of Principals with District	3.5	5.5
Avg Yrs Experience of Assistant Principals	3.8	5.3
Avg Yrs Experience of Assistant Principals with District	3.4	4.7

With regard to staff quality, recruitment, and retention, all M.I.S.D. teachers are 98% state certified and 100% of instructional paraprofessionals are highly qualified. Positions funded with state allotment and federal funds are evaluated annually for necessity and effectiveness. Mathis I.S.D. has systems in place to support new teachers such as New Teacher Orientation and a mentor program. Professional development needs for teachers new to the district are analyzed and provided either by the district, STCC, or the ESC. Mathis I.S.D. has structures in place to ensure that teachers and others implement training objectives effectively in the classroom. The structures include walk-throughs, T-TESS evaluations, and administrator coaching and feedback. Teachers in need of support receive additional assistance from mentor teachers and/or administrator coaching.

Demographics Strengths

Mathis I.S.D. has implemented policies to provide for teacher retention, and this has helped increase the teacher retention rate in order to allow for consistency in the classroom to support the effectiveness of instruction and student success.

Mathis I.S.D. has a 30% participation rate in Career and Technical Education Classes which is above the state average of 26%. This will allow for our district to have more students be college-ready when they graduate Mathis I.S.D.

 Mathis I.S.D. has strived to maintain a low student-teacher ratio which is below the state average.

Student Learning

Student Learning Summary

Mathis I.S.D. received an 88 or "B" rating on the 2019 Accountability Ratiings.

Below is a comparison of the 2018 to 2019 overall district ratings using the three domains: Student Achievement, School Progress and Closing the Gaps.

	2018				2019		
	Component Score	Scale Score	Rating		Component Score	Scale Score	Rating
Overall		88	B	**Overall**		89	B
Student Achievement		82	B	**Student Achievement**		86	B
STAAR Performance	41	71		STAAR Performance	46	78	
CCMR	75	94		CCMR	76	94	
Graduation Rate	94.5	80		Graduation Rate	89.5	85	
School Progress		91	A	**School Progress**		92	A
Academic Growth	68	76		Academic Growth	69	79	C
Rel. Perf. (ECD: 91.9%)	58	91		Rel. Perf. (ECD: 84.1%)	61	92	A
Closing the Gaps	69	82	B	**Closing the Gaps**	65	81	B

STAAR Performance Data Comparison

	Approaches		Meets		Masters	
	2018	2019	2018	2019	2018	2019
All Subjects	74%	**78%**	37%	**42%**	13%	**17%**
ELA/Reading	71%	**77%**	40%	**45%**	15%	**18%**

	Approaches		Meets		Masters	
Mathematics	81%	**81%**	39%	**43%**	14%	**18%**
Writing	51%	**72%**	25%	**37%**	5%	**13%**
Science	79%	**82%**	36%	**41%**	13%	**15%**
Social Studies	72%	71%	35%	**37%**	11%	**20%**

We have had growth from one year to the next in all areas but 8th grade Social Studies.

STAAR 3-8 STAAR Performance Comparison to the Region and State for 2018-2019

	Reading			Math			Science			Social Studies			Writing		
	State	Region	District	State	Region	District	State	Region	District	State	Region	District	State	Region	District
3rd	76%	75%	**78%**	78%	78%	**91%**									
4th	74%	76%	**91%**	74%	74%	**93%**							65%	66%	**78%**
5th	77%	76%	**87%**	83%	81%	**94%**	74%	71%	**80%**						
6th	66%	63%	48%	79%	74%	72%									
7th	74%	70%	**76%**	73%	71%	68%							69%	64%	62%
8th	77%	74%	**84%**	81%	79%	**87%**	79%	74%	72%	67%	62%	57%			

We have exceeded the region and state averages in 11 out of the 17 areas tested. Out of the 11 areas, we exceeded the region and state averages by at least 10 points in 6 areas.

STAAR EOC STAAR Performance to the Region and State for 2018-2019

	State	Region	District
English I	63%	61%	**68%**
English II	67%	64%	**75%**
Algebra I	84%	87%	63%
Biology	88%	85%	**92%**
US Hist	93%	91%	85%

We have exceeded the region and state averages in 3 out of the 5 areas tested.

2019-2020

Identifier	District	Region	State
Graduation Rate	89.5%	91.0%	90.0%
Dropout Rate (7-8)	0.0%	0.5%	0.4%
Dropout Rate (9-12)	1.0%	2.0%	1.9%

Our graduation rate is comparable to the region and state average rates as is our dropout rate for grades 7th-8th. Our dropout rate at the high school is below the region and state average.

Student Learning Strengths

- Mathis I.S.D. achieved the highest accountability rating in San Patricio County. (B-88)
- Mathis I.S.D. outperformed every district in San Patricio County in all three accountability domains: Student Achievement (88), School Progress (92), and Closing the Gaps (93).
- Mathis I.S.D. has shown growth in all areas but one from one year to the next.
- Mathis I.S.D. continues to outperform the region and state on STAAR Reading. (not 6th)
- Mathis I.S.D. continues to outperform the region and state on STAAR Math. (not 6th or 7th)
- 4th grade writing scores exceed state and regional percentages.
- 5th grade science scores exceed state and regional percentages.
- English I and II, as well as Biology EOC scores exceed state and regional percentages.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 57% of all students met state standard on 8th grade STAAR social studies in the 2019 school year. **Root Cause:** Lack of adequate instructional resources and professional development.

Problem Statement 2 (Prioritized): 62% of all students met state standard on 7th grade STAAR writing in the 2019 school year. **Root Cause:** Lack of vertical alignment and professional development.

Problem Statement 3 (Prioritized): 63% of all students met state standards on Algebra I EOC in the 2019 school year. **Root Cause:** High teacher mobility in grade 9 mathematics and lack of resources.

District Processes & Programs

District Processes & Programs Summary

Personnel-Policy and Procedure

Mathis ISD has a comprehensive system for selecting new personnel. The Administrative Leadership Team is part of every interview for professional staff. The team consists of the superintendent, principals, and directors for athletics, counseling, special education, and curriculum. Teachers and administrators are assigned to positions based on student needs and the applicant's strengths. These decisions are made by the team at the district level rather than the campus level. New teachers attend a two-day new teacher orientation and are assigned a mentor from their campus. This is to ensure first-year teachers and new staff get the support they need to be successful in the classroom.

Professional Practices

Mathis ISD prides itself in growing their own leaders. Five out of our ten campus administrators were classroom teachers for the district prior to being hired as administrators. As campus administrators, they are tasked with ensuring students are learning and progressing all year long. Administrators and curriculum directors progress monitor student success using unit assessment data, benchmark data, and NWEA MAP data. Data meetings are held throughout the year to review all data and determine which students need intervention and which standards need to be retaught. Data is also used to determine curriculum and instructional needs. Based on trends in data, evaluators, and teacher feedback, curriculum directors determine the professional development needs for the district.

District Processes & Programs Strengths

Perceptions

Perceptions Summary

Attendance Rate

	16-17	17-18	18-19	19-20
White	95	94.1	95.1	
Hispanic	94.6	93.9	94.0	
African-American	92.4	94.6	94.2	
SPED	94.4	93.5	93.5	
ECD	94.4	93.9	93.7	
EL	96.0	95.6	95.9	

DAEP

Staff Turnover Rate 2018-2019

District	State
21.5%	16.8%

Dropout Rate for 2018-2019

	7th-8th grade	9th-12th grade
District	0.0%	1.0%
White	0.0%	0.0%
Hispanic	0.0%	1.1%
African American	-	-
2 or more races	-	-
SPED	0.0%	1.9%
ECD	0.0%	1.3%
EL	0.0%	0.0%

Perceptions Strengths

Priority Problem Statements

Problem Statement 2: 57% of all students met state standard on 8th grade STAAR social studies in the 2019 school year.
Root Cause 2: Lack of adequate instructional resources and professional development.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: 62% of all students met state standard on 7th grade STAAR writing in the 2019 school year.
Root Cause 3: Lack of vertical alignment and professional development.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: 63% of all students met state standards on Algebra I EOC in the 2019 school year.
Root Cause 4: High teacher mobility in grade 9 mathematics and lack of resources.
Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- State and federal planning requirements
- Covid-19 factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data

Employee Data

- State certified and high quality staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data

Goals

Goal 1: Students will perform at the meets grade level or higher on all state assessments and make a year's growth each year in reading and math.

Performance Objective 1: The calculated "overall rating" for the district under the state's adopted A-F accountability system will increase by 4 points from an 88 (B) to a 92 (A).

   Evaluation Data Sources: TAPR

Strategy 1 Details	Reviews			
Strategy 1: All campuses will use DMAC software to disaggregate STAAR performance data by ethnicity, gender, socioeconomic status, and special programs and to monitor campus-based assessment data throughout the year for the same categories.	**Formative**			**Summative**
	Sept	Dec	Feb	June
Strategy's Expected Result/Impact: Implement a systematic approach to campus and district data disaggregation. **Staff Responsible for Monitoring:** District Administration and Campus Administration **Title I Schoolwide Elements:** 2.4, 2.6	30%	60%	90%	

Strategy 2 Details	Reviews			
Strategy 2: Professional development and support on materials that focus on the TEKS will be provided through vendors and in-district personnel.	**Formative**			**Summative**
	Sept	Dec	Feb	June
Strategy's Expected Result/Impact: Teachers will understand and utilize TEKS based materials and instruction which is closely aligned to student expectations improving assessment data gathered from campus-based assessments. **Staff Responsible for Monitoring:** District Administration and Campus Administration **Title I Schoolwide Elements:** 2.4, 2.5	70%	80%	100%	

Strategy 3 Details	Reviews			
Strategy 3: Support the implementation of a balanced literacy approach to ELAR instruction.	**Formative**			**Summative**
	Sept	Dec	Feb	June
Strategy's Expected Result/Impact: Reading, Writing and Phonics instruction will occur daily for all students supporting the interconnectivity of the Reading/Writing process. **Staff Responsible for Monitoring:** District Administration and Campus Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 2	100%	100%	100%	

Strategy 4 Details	Reviews			
Strategy 4: Students will be provided extended learning opportunities in curriculum areas they are not mastering.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased test scores will be noted on campus based assessments, STAAR/EOC, and NWEA-MAP. **Staff Responsible for Monitoring:** Campus Administration and 21st Century **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	**Sept**	**Dec**	**Feb**	**June**
	0%	50%	80%	

Strategy 5 Details	Reviews			
Strategy 5: Teachers will meet quarterly to unpack the TEKS to develop a deeper understanding of how to model and scaffold these TEKS. CBA data will be disaggregated to determine which TEKS need to be retaught and reassessed. A working scope and sequence will be determined.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Scores will improve when teachers are able to deeply understand their content. **Staff Responsible for Monitoring:** District Administration and Campus Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1, 2, 3	30%	50%	100%	

Strategy 6 Details	Reviews			
Strategy 6: Curriculum department will provide professional development on how to create rigorous and TEKS-aligned campus-based assessments. Assessments will be reviewed by campus and district administrators to ensure reliability and rigor.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Strong campus-based assessments result in more reliable data. **Staff Responsible for Monitoring:** District Administration and Campus Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1, 2, 3	100%	100%	100%	

Strategy 7 Details	Reviews			
Strategy 7: Provide instructional resources to support teachers' with planning and instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers have reliable, research based materials to use for instruction of all contents.	**Sept**	**Dec**	**Feb**	**June**
Staff Responsible for Monitoring: District Administration and Campus Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1, 2, 3	70%	90%	100%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 57% of all students met state standard on 8th grade STAAR social studies in the 2019 school year. **Root Cause**: Lack of adequate instructional resources and professional development.
Problem Statement 2: 62% of all students met state standard on 7th grade STAAR writing in the 2019 school year. **Root Cause**: Lack of vertical alignment and professional development.
Problem Statement 3: 63% of all students met state standards on Algebra I EOC in the 2019 school year. **Root Cause**: High teacher mobility in grade 9 mathematics and lack of resources.

Goal 1: Students will perform at the meets grade level or higher on all state assessments and make a year's growth each year in reading and math.

Performance Objective 2: The district will continue to close performance gaps by providing necessary support for targeted populations.

Evaluation Data Sources: STAAR/EOC, NWEA-MAP, CLI-Engage, TAPR

Strategy 1 Details	Reviews			
Strategy 1: Provide Dyslexia services for identified 1st - 12th graders.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**June**
	25%	50%	75%	

Strategy 2 Details	Reviews			
Strategy 2: Provide 6 hr. G/T update for all teachers and administrators who have previously received their 30 hour certification.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Implement accommodations, support and interventions to accelerate special education students not demonstrating grade level expectations.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**June**
	25%	50%	75%	

Strategy 4 Details	Reviews			
Strategy 4: Teachers will use Saxon Phonics to ensure explicit phonics instruction occurs daily with at-risk students in 3rd grade.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**June**
	25%	50%	75%	

Strategy 5 Details	Reviews			
Strategy 5: Computer-based instruction will be implemented for math and reading to provide all students individualized support in order to close learning gaps in all student groups, such as SPED, ECD, ELL, and racial/ethnic groups.	Formative			Summative
	Sept	Dec	Feb	June
Strategy's Expected Result/Impact: Usage and improvement in Reading and Math skills will be noted in Reading Plus, Lexia, Edmentum, and Edgenuity Courseware data. **Staff Responsible for Monitoring:** District Administration and Campus Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 3	0%	50%	75%	

Strategy 6 Details	Reviews			
Strategy 6: Monitor and evaluate intervention and enrichment programs/resources being implemented on all campuses.	Formative			Summative
	Sept	Dec	Feb	June
	0%	0%	45%	

Strategy 7 Details	Reviews			
Strategy 7: In grades Kinder-8th grade, NWEA-MAP EOY data will be used to group students according to need in order to decrease the student-to-teacher ratio in classes with greater academic need.	Formative			Summative
	Sept	Dec	Feb	June
Strategy's Expected Result/Impact: Achievement gaps will be lessened when teachers are able to focus on skills needed daily and can provide more one-to-one support for struggling students. **Staff Responsible for Monitoring:** District Administration and Campus Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	0%	70%	85%	

Strategy 8 Details	Reviews			
Strategy 8: Analyze and adjust the needs in the Gifted and Talented program to meet the TEA required State Plan.	Formative			Summative
	Sept	Dec	Feb	June

Strategy 9 Details	Reviews			
Strategy 9: Teachers are encouraged to complete 1 performance assessment during each unit in order to expose students to increased rigor of assigned tasks.	Formative			Summative
	Sept	Dec	Feb	June
Strategy's Expected Result/Impact: Percentage of students receiving Meets and Masters on STAAR and EOC will increase. **Staff Responsible for Monitoring:** District Administration and Campus Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	0%	0%	0%	

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: 63% of all students met state standards on Algebra I EOC in the 2019 school year. **Root Cause**: High teacher mobility in grade 9 mathematics and lack of resources.

Goal 1: Students will perform at the meets grade level or higher on all state assessments and make a year's growth each year in reading and math.

Performance Objective 3: The percentage of all students who meet state standard on 7th grade STAAR writing will increase from 62% to 80% by 2022.

    HB3 Goal

    Evaluation Data Sources: STAAR/EOC, TSI, Dual Credit, ACT, SAT

Strategy 1 Details	Reviews			
Strategy 1: Continue a focus on writing grades K-7.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Ensure exposure to writing is occurring prior to students entering 4th and 7th grades where the assessment takes place. **Staff Responsible for Monitoring:** District Administration, Campus Administration, Writing teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 2	**Sept**	**Dec**	**Feb**	**June**
	100%	100%	100%	
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: 62% of all students met state standard on 7th grade STAAR writing in the 2019 school year. **Root Cause**: Lack of vertical alignment and professional development.

Goal 1: Students will perform at the meets grade level or higher on all state assessments and make a year's growth each year in reading and math.

Performance Objective 4: The percentage of all students who meet state standard on 8th grade STAAR social studies will increase from 57% to 75% by 2022.

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development on content knowledge and instructional strategies.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved STAAR scores. **Staff Responsible for Monitoring:** Campus admin and curriculum director. **Title I Schoolwide Elements:** 2.4, 2.6	**Sept**	**Dec**	**Feb**	**June**
	30%	55%	55%	
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 2: The district will improve Early Childhood Readiness (PK-3).

Performance Objective 1: The percent of Kinder students that score on grade level or above in Reading and Math on the MAP Assessment will increase from 38% Spring 2019 to 55% for reading and 46% to 58% in math by June 2024.
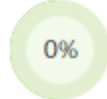
    Evaluation Data Sources: NWEA-MAP Assessment (K-2 test)

Strategy 1 Details		Reviews			
Strategy 1: Every student (PK-2) will utilize Lexia Phonics.		**Formative**			**Summative**
		Sept	**Dec**	**Feb**	**June**
		0%	0%	85%	
Strategy 2 Details		**Reviews**			
Strategy 2: Teachers will use Saxon Phonics to ensure explicit phonics instruction occurs in Kinder.		**Formative**			**Summative**
		Sept	**Dec**	**Feb**	**June**
		100%	100%	100%	
Strategy 3 Details		**Reviews**			
Strategy 3: Analyze NWEA - MAP data in order to screen and identify dyslexia and related disorders at the end of Kindergarten and first grade.		**Formative**			**Summative**
		Sept	**Dec**	**Feb**	**June**
		0%	0%	0%	
	0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 2: The district will improve Early Childhood Readiness (PK-3).

Performance Objective 2: The percent of 1st grade students that score on grade level or above in Reading and Math on the MAP Assessment will increase from 42% Spring 2019 to 55% for reading and 34% Spring 2019 to 50% in math by June 2024.

Evaluation Data Sources: NWEA-MAP (K-2 test)

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use Saxon Phonics to ensure explicit phonics instruction occurs in 1st grade.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**June**
	100%	100%	100%	

Strategy 2 Details	Reviews			
Strategy 2: Analyze NWEA - MAP data in order to screen and identify dyslexia and related disorders at the end of Kindergarten and first grade.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**June**
	0%	0%	0%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 2: The district will improve Early Childhood Readiness (PK-3).

Performance Objective 3: The percent of 2nd grade students that score on grade level or above in Reading and Math on the MAP Assessment will increase from 57% Spring 2019 to 67% for reading and 48% to 50% in math by June 2024.

    Evaluation Data Sources: NWEA-MAP (2-5 test)

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use Saxon Phonics to ensure explicit phonics instruction occurs in 2nd grade.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**June**
	100%	100%	100%	
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 2: The district will improve Early Childhood Readiness (PK-3).
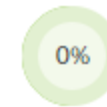
Performance Objective 4: The percent of 3rd grade students that score on grade level or above in Reading and Math on STAAR will increase from 36% Spring 2019 to 55% for reading and 46% to 58% in math by June 2024.

    Evaluation Data Sources: 3rd grade STAAR Assessments

Goal 2: The district will improve Early Childhood Readiness (PK-3).

Performance Objective 5: The percent of PK students who are considered "Kinder Ready" by Spring 2021 will increase in both literacy and math.

    Evaluation Data Sources: CLI Engage

Strategy 1 Details	Reviews			
Strategy 1: Evaluate student progress and learning to guide instruction and remediation in PK by assessing multiple domains of development including reading, writing, math, health wellness and language communication.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**June**
	0%	0%	0%	

Strategy 2 Details	Reviews			
Strategy 2: Complete and publish the High-Qualified PK Self-Assessment tool in order to evaluate the quality of the PK program and define specific pathways for continuous improvement leading to positive child outcomes.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Utilize Scholastic's Big Day curriculum to ensure PreK program meets TEA's High-Quality expectation. (Curriculum)	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**June**
	100%	100%	100%	

Strategy 4 Details	Reviews			
Strategy 4: Utilize CLI-Engage assessment to ensure PreK program meets TEA's High-Quality expectation. (Student Progress Monitoring).	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**June**
	0%	100%	100%	

Strategy 5 Details	Reviews			
Strategy 5: Maintain a 1:11 ratio in PreK classrooms to ensure PreK program meets TEA's High-Quality expectation. (Teacher to Student Ratio)	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**June**

Strategy 6 Details	Reviews			
Strategy 6: Create, post, and share a Family Engagement Plan containing six required components to ensure PreK program meets TEA's High-Quality expectation. (Family Engagement Plan)	Formative			Summative
	Sept	**Dec**	**Feb**	**June**

Strategy 7 Details	Reviews			
Strategy 7: Submit CLI assessment data in ECDS to ensure PreK program meets TEA's High-Quality expectation. (Data Reporting)	Formative			Summative
	Sept	**Dec**	**Feb**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 3: The district will increase the number of students who graduate College, Career, or Military Ready (CCMR) as defined by the state accountability system.

Performance Objective 1: The percentage of students who will graduate college, career or military ready will increase by 75% in Spring 2019 to 81% in June 2024.

    Evaluation Data Sources: The state's adopted A-F accountability system
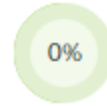
Strategy 1 Details	Reviews			
Strategy 1: Establish partnerships that provide opportunities for the district and partners to work together.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Utilize Communities in Schools to access community resources.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Increase the number and percentage of students participating in and scoring at or above criterion on TSI, ACT and SAT.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Conduct post-graduate meetings to evaluate the students' perceptions of preparedness for post-graduation life.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**June**

Strategy 5 Details	Reviews			
Strategy 5: Utilize Edgenuity for SAT/ACT/TSI test prep at MMS and MHS.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**June**

Strategy 6 Details	Reviews			
Strategy 6: Maintain a MOU with Institutes of Higher Education, include partners in planning meetings to ensure best opportunities for dual-credit students.	**Formative**			**Summative**
	Sept	Dec	Feb	June
	100%	100%	100%	

Strategy 7 Details	Reviews			
Strategy 7: Analyze capacity and provide additional opportunities for students to complete CTE certifications and increase total number of certifications acquired in the district.	**Formative**			**Summative**
	Sept	Dec	Feb	June

Strategy 8 Details	Reviews			
Strategy 8: Evaluate and review the effectiveness of the CTE programs in the district to ensure compliance and to include the coherent sequence of courses, appropriate funding and adequate resources available.	**Formative**			**Summative**
	Sept	Dec	Feb	June

Strategy 9 Details	Reviews			
Strategy 9: Increase the number of 8th grade students taking Algebra 1.	**Formative**			**Summative**
	Sept	Dec	Feb	June

Strategy 10 Details	Reviews			
Strategy 10: Offer Spanish 1 at the 8th grade level.	**Formative**			**Summative**
	Sept	Dec	Feb	June
	100%	100%	100%	

Strategy 11 Details	Reviews			
Strategy 11: Continue to offer credit recovery to meet the needs of at-risk students and provide targeted instruction to increase graduation rate. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	**Formative**			**Summative**
	Sept	Dec	Feb	June
	100%	100%	100%	

Strategy 12 Details	Reviews			
Strategy 12: Use a community liaison coordinator to assist campuses on researching excessive absences.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**June**
	100%	100%	100%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 3: The district will increase the number of students who graduate College, Career, or Military Ready (CCMR) as defined by the state accountability system.

Performance Objective 2: Increase students' and their families' knowledge of post-secondary options, preparation, and finances.
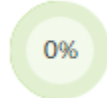
Strategy 1 Details		Reviews			
Strategy 1: Hold informational parent meetings for dual-credit enrollment.		**Formative**			**Summative**
		Sept	Dec	Feb	June

Strategy 2 Details		Reviews			
Strategy 2: Include all students on college /university trips to tour campuses.		**Formative**			**Summative**
		Sept	Dec	Feb	June
		0%	0%	0%	

Strategy 3 Details		Reviews			
Strategy 3: Counsel students to take exams for college entrance and college credit courses through dual-credit.		**Formative**			**Summative**
		Sept	Dec	Feb	June
		100%	100%	100%	

Strategy 4 Details		Reviews			
Strategy 4: Utilize Texas OnCourse Curriculum for College and Career Readiness course in 8th grade.		**Formative**			**Summative**
		Sept	Dec	Feb	June
		100%	100%	100%	

Strategy 5 Details		Reviews			
Strategy 5: Provide information to students and parents about the need to make informed curriculum choices in order to be prepared for success beyond high school, as well as, information on higher education admissions and financial aid.		**Formative**			**Summative**
		Sept	Dec	Feb	June

Strategy 6 Details	Reviews			
Strategy 6: Support career exploration for students by working with counselors to provide career guidance materials and to schedule a Career Day.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 4: The district will continue to recruit, support, and retain high-quality teachers and administrators.

Performance Objective 1: The percentage

Strategy 1 Details	Reviews			
Strategy 1: Work with Ed Prep alternative certification programs and continue attendance at regional job fairs to recruit teachers.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Implement a New Teacher Mentoring Program for teachers who have less than 2 years experience.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**June**
	25%	25%	25%	

Strategy 3 Details	Reviews			
Strategy 3: Continue to offer Longevity Stipend to employees who meet the requirements.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**June**
	100%	100%	100%	

Strategy 4 Details	Reviews			
Strategy 4: Assess and monitor teacher effectiveness using T-TESS walk throughs, informal classroom observations, and assessment data.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**June**
	30%	60%	80%	

Strategy 5 Details	Reviews			
Strategy 5: Provide mentoring/coaching support (15 hours) for PreK teachers to ensure PreK program meets TEA's High-Quality expectation. (Teacher Qualifications)	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**June**
	25%	50%	80%	

Strategy 6 Details	Reviews			
Strategy 6: Provide professional development for PreK teachers to ensure PreK program meets TEA's High-Quality expectation. (Teacher Qualifications)	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**June**

Strategy 7 Details	Reviews			
Strategy 7: Provide professional development and support for administrators and counselors.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**June**

Strategy 8 Details	Reviews			
Strategy 8: Provide professional development to paraprofessionals to improve the quality of support provided by instructional aides to students in the classroom.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**June**

Strategy 9 Details	Reviews			
Strategy 9: Continue to focus training on effective instructional practices, and consistent implementation of classroom instruction that meets the depth and complexity called for by the student expectations.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**June**

Strategy 10 Details	Reviews			
Strategy 10: Offer staff surveys to evaluate professional development offerings within the district.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**June**
	0%	0%	0%	

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Goal 5: The district will enhance security, facilities, finance, and operations to provide a safe, supportive learning environment.

Performance Objective 1: Safety and Operations will provide strategic leadership to direct resources to provide students and staff with a safe and secure environment.

Strategy 1 Details		Reviews			
Strategy 1: Provide a safe and orderly environment.		**Formative**			**Summative**
		Sept	**Dec**	**Feb**	**June**

Strategy 2 Details		Reviews			
Strategy 2: Effectively manage resources.		**Formative**			**Summative**
		Sept	**Dec**	**Feb**	**June**

Strategy 3 Details		Reviews			
Strategy 3: Develop and implement the Mathis I.S.D. Defender Program.		**Formative**			**Summative**
		Sept	**Dec**	**Feb**	**June**

Strategy 4 Details		Reviews			
Strategy 4: Ensure all students in required courses participate in a coordinated school health program that emphasizes moderate to vigorous physical activity regularly in physical education.		**Formative**			**Summative**
		Sept	**Dec**	**Feb**	**June**

Strategy 5 Details		Reviews			
Strategy 5: Counselors and teachers will coordinate efforts to ensure students are provided information and counseling related to suicide prevention, violence prevention/intervention, positive conflict resolution, bulling, dealing with death, child abuse, harassment, and dating violence.		**Formative**			**Summative**
		Sept	**Dec**	**Feb**	**June**
Title I Schoolwide Elements: 2.4, 2.5, 2.6					

Strategy 6 Details		Reviews			
Strategy 6: Utilize the School Health Advisory Committee (SHAC) to make recommendations to the district's wellness policy.		**Formative**			**Summative**
		Sept	**Dec**	**Feb**	**June**
Title I Schoolwide Elements: 3.2					

Strategy 7 Details	Reviews			
Strategy 7: All personnel will be trained on specific procedures for responding and intervening with bullying, sexual harassment, dating violence, and sexual violence.	Formative			Summative
	Sept	**Dec**	**Feb**	**June**

Strategy 8 Details	Reviews			
Strategy 8: Continue to utilize canine services to ensure drug-free campuses.	Formative			Summative
	Sept	**Dec**	**Feb**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 5: The district will enhance security, facilities, finance, and operations to provide a safe, supportive learning environment.

Performance Objective 2: Business office will ensure the district's financial resources are effectively managed to provide the necessary resources to achieve the instructional goals and objectives of the district.

Strategy 1 Details	Reviews			
Strategy 1: Manage resources to promote student success.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Support safe schools for students and staff.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Provide effective and efficient use of personnel, materials, resources, and facilities to meet present and future needs of the district.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Adjust long-range facilities to accommodate changes in increased classroom needs.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**June**

Strategy 5 Details	Reviews			
Strategy 5: Conduct exterior facilities assessments for all district facilities.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**June**

Strategy 6 Details	Reviews			
Strategy 6: Conduct landscape improvement plans for district facilities.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**June**

Strategy 7 Details	Reviews			
Strategy 7: Annually prepare and update by spring, a financial budget for the district that is tied to the tax-base estimate.	Formative			Summative
	Sept	**Dec**	**Feb**	**June**

Strategy 8 Details	Reviews			
Strategy 8: Continue to implement a succession plan for key staffing positions.	Formative			Summative
	Sept	**Dec**	**Feb**	**June**

Strategy 9 Details	Reviews			
Strategy 9: Implement a system and timeline to regularly evaluate remaining and/or new programs for fidelity and efficiency.	Formative			Summative
	Sept	**Dec**	**Feb**	**June**

Strategy 10 Details	Reviews			
Strategy 10: Promote and ensure a culture of appreciation, support and understanding for all employees.	Formative			Summative
	Sept	**Dec**	**Feb**	**June**

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Goal 5: The district will enhance security, facilities, finance, and operations to provide a safe, supportive learning environment.

Performance Objective 3: Technology will support academic and operational excellence by transforming technology to ensure student and staff success.

Strategy 1 Details		Reviews			
Strategy 1: Provide access to technology to gather information, write, collaborate and communicate learning.		**Formative**			**Summative**
		Sept	**Dec**	**Feb**	**June**

Strategy 2 Details		Reviews			
Strategy 2: Provide and support student learning, district systems and data, as well as, infrastructure and security.		**Formative**			**Summative**
		Sept	**Dec**	**Feb**	**June**

Strategy 3 Details		Reviews			
Strategy 3: Provide ongoing staff development that provides opportunities for instructional staff to learn how to effectively integrate technology in the classroom.		**Formative**			**Summative**
		Sept	**Dec**	**Feb**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue
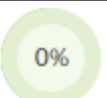
Goal 5: The district will enhance security, facilities, finance, and operations to provide a safe, supportive learning environment.
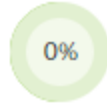
Performance Objective 4: All students will be provided opportunities for extracurricular activities provided by the district.

Strategy 1 Details		Reviews			
Strategy 1: UIL		**Formative**			**Summative**
		Sept	**Dec**	**Feb**	**June**
Strategy 2 Details		Reviews			
Strategy 2: Athletics		**Formative**			**Summative**
		Sept	**Dec**	**Feb**	**June**
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 5: The district will enhance security, facilities, finance, and operations to provide a safe, supportive learning environment.

Performance Objective 5: All students will have healthy meals provided by the district.

Strategy 1 Details	Reviews			
Strategy 1: Student Participation	**Formative**			**Summative**
	Sept	Dec	Feb	June
	0%	0%	0%	

Strategy 2 Details	Reviews			
Strategy 2: Food service staff development	**Formative**			**Summative**
	Sept	Dec	Feb	June
	0%	0%	0%	

Strategy 3 Details	Reviews			
Strategy 3: Food service data management	**Formative**			**Summative**
	Sept	Dec	Feb	June
	0%	0%	0%	

Strategy 4 Details	Reviews			
Strategy 4: Compliance reporting	**Formative**			**Summative**
	Sept	Dec	Feb	June
	0%	0%	0%	

Strategy 5 Details		Reviews			
Strategy 5: Maintain food service facilities		**Formative**			**Summative**
		Sept	Dec	Feb	June
		0%	0%	0%	
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Goal 5: The district will enhance security, facilities, finance, and operations to provide a safe, supportive learning environment.

Performance Objective 6: All students will have access to a health and wellness plan.

Strategy 1 Details	Reviews			
Strategy 1: Health Care	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**June**
	0%	0%	0%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

State Compensatory

Budget for District Improvement Plan

Account Code	Account Title	Budget
6100 Payroll Costs		
199 E 11 6119 00 001 0 30 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$50,635.00
199 E 11 6119 00 041 0 30 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$108,170.00
199 E 11 6119 00 101 0 32 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$190,715.00
199 E 11 6119 00 101 0 36 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$312,619.87
199 E 11 6119 00 810 0 30 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$112,181.41
199 E 11 6119 01 101 0 30 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$53,910.00
199 E 11 6119 44 001 0 30 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$66,950.00
199 E 11 6119 44 041 0 30 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$159,516.96
199 E 12 6119 85 855 0 30 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$80,340.00
199 E 23 6119 0 102 0 30 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$71,279.21
199 E 23 6119 00 001 0 30 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$149,842.97
199 E 23 6119 00 041 0 30 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$65,000.00
199 E 23 6119 00 101 0 30 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$68,998.26
199 E 31 6119 00 041 0 30 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$59,387.51
199 E 31 6119 00 101 0 30 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$64,289.71
199 E 31 6119 00 102 0 30 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$64,289.71
211 E 11 6119 00 001 1 30 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$153,724.54
211 E 11 6119 00 041 1 30 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$199,734.54
211 E 11 6119 00 101 1 30 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$149,874.54
211 E 11 6119 00 102 1 30 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$152,674.54
211 E 61 6119 00 041 1 30 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$13,615.42
211 E 61 6119 00 101 1 30 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$13,615.42
211 E 61 6119 00 102 1 30 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$13,615.42
211 E 61 611900 001 1 30 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$13,615.42
199 E 11 6129 00 001 0 30 000	6129 Salaries or Wages for Support Personnel	$26,224.88

Account Code	Account Title	Budget
199 E 11 6129 00 041 0 30 000	6129 Salaries or Wages for Support Personnel	$31,824.00
199 E 11 6129 00 101 0 30 000	6129 Salaries or Wages for Support Personnel	$116,127.00
199 E 11 6129 00 101 0 32 000	6129 Salaries or Wages for Support Personnel	$79,288.00
199 E 11 6129 00 102 0 30 000	6129 Salaries or Wages for Support Personnel	$33,473.00
199 E 12 6129 00 101 0 30 000	6129 Salaries or Wages for Support Personnel	$22,458.00
199 E 12 6129 00 102 0 30 000	6129 Salaries or Wages for Support Personnel	$57,513.72
199 E 12 6129 85 855 0 30 000	6129 Salaries or Wages for Support Personnel	$130,290.00
	6100 Subtotal:	**$2,885,794.05**

Personnel for District Improvement Plan

Name	Position	Program	FTE
Angelica Lara-Vidaurri	Teacher		1.0
Anna Leal	Teacher		1.0
Araceli Medrano	Campus Support - Teacher Aide		1.0
Aubrey Adams	Teacher		1.0
Bernadette Gibson	Campus Support - Library Aide		1.0
Braydon Maxwell	Admin - Asst. Principal		1.0
Brenda Alaniz	Teacher		1.0
Brenda Leal	Campus Counselor		1.0
Carolina Salinas	Teacher Aide		1.0
Christie Nitzel	Teacher		1.0
Christopher Thrash	Band Director		1.0
Cristina Barrera	Teacher		.9899
Cynthia Jimenez	Teacher		1.0
David Garcia	Admin - Asst. Principal		1.0
Diana Sanchez	Teacher		1.0
Elizabeth Goldston	Teacher		1.0
Elizabeth Phillips	Teacher		1.0
Enedina Deleon	Campus Support - Teacher Aide		1.0
Erica Paiz Vasquez	Teacher		1.0
Ernesto Deluna	Admin - Attendance - Parent Liason		1.0
Francisco Barrera	Teacher		1.0
Gail Gutierrez-Wilkins	District Support - Mental Health Counsel		0.5
Heather Anderson	Campus Counselor		1.0
Isidra Torres	Campus Support - Teacher Aide		1.0
Israel Garcia	Campus Support - Technology		1.0
Jaime Garcia	Campus Support - Technology		1.0
Jennifer Davis	Teacher		1.0
Jennifer Ramirez	Campus Support - Teacher Aide		1.0

Name	Position	Program	FTE
Jesse Dolin	Admin - Asst. Principal		1.0
Jessica Reyes	Teacher		1.0
Joanna Hinojosa	Campus Support - Teacher Aide		1.0
Jonas Quintanilla	Band Director		1.0
Jose Avila	Admin- Technology Director		1.0
Keith Talbert	Teacher		1.0
Lacy Brauchle	Admin - Curriculum Director		1.0
Leo Cano	Admin - DAEP Principal		1.0
Lindsay Romero	Teacher		.9883
Lydia Perez Martinez	Teacher Aide		1.0
Margaret Eckhoff	Admin - Asst Principal		1.0
Maria Bordayo	Campus Support - Teacher Aide		1.0
Marivel Ortiz	Campus Support - Teacher Aide		1.0
Mary Del Moral	Teacher Aide		1.0
Nicole Tucker	Admin - Asst. Principal		1.0
Ostolia Garcia	Teacher		1.0
Rebecca Barnes	Teacher Aide		1.0
Rebecca McDonald	Campus Counselor		1.0
Robert Gonzalez	Campus Support - Technology		1.0
Ronnette Guevara	Teacher		1.0
Rosalinda Guzman	Teacher		1.0
Ruben Medrano, Jr.	Campus Support - Teacher Aide		1.0
San Juanita Gonzalez	Teacher		1.0
Sandra Quinones	Campus Support - Teacher Aide		1.0
Sofia Gonzales	Teacher		1.0
Sylvia Benavides	Campus Support - Teacher Aide		1.0
Tammie Younts	Teacher		1.0
Thania Zamora	Campus Support - Teacher Aide		1.0
Vanessa Campuzano	Campus Support - Library Aide		1.0
Veronica Gutierrez	Admin - Curriculum Director		1.0

Name	Position	Program	FTE
Vonnie Small	Teacher		1.0
Walter Golding	Campus Support - Technology		1.0

Addendums

Definitions   "Bullying":

  Bullying   1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:

      a. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;

      b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;

      c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or

      d. Infringes on the rights of the victim at school; and

    2. Includes cyberbullying.

  Cyberbullying   "Cyberbullying" means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

Applicability   These provisions apply to:

    1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;

    2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and

    3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:

      a. Interferes with a student's educational opportunities; or

       b.   Substantially disrupts the orderly operation of a class-room, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;

2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;

3. Establishes a procedure for providing notice of an incident of bullying to:

    a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and

    b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;

4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;

5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;

6. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;

7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and

8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Internet Posting

The procedure for reporting bullying must be posted on a district's Internet Web site to the extent practicable.

Prevention and Mediation

A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

1.   Interfere with a student's educational opportunities; or

2.   Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Education Code 37.0832

Putting It All Together: Roadmap Overview and Reporting Template

Instructions

Please complete each field below. A district leader or staffer who was strongly involved with the equity work your district undertook while completing the five tools of this toolkit should complete this template with the support from the overall equity planning team. Each section of the reporting template can be filled in by copying and pasting the information from the end of each step in the toolkit.

If you have any questions, please reach out to the Equity Toolkit lead at your local ESC.

District Reporting Template

District Name	Mathis I.S.D.
County District Number (CDN)	205904
Date	October 30, 2018
Name/E-mail of District Point Person	Benny P. Hernandez, Superintendent
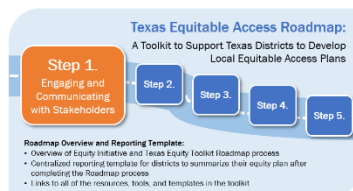
Results of Step 1. Engaging and Communicating with Stakeholders

Note that TEA does not require districts to report the outcomes of their stakeholder engagement planning. Your team may move forward to Step 2 to begin reporting the outcomes of your district's equity plan development.
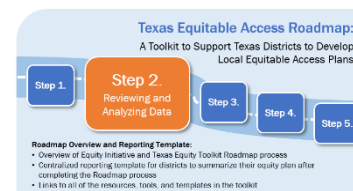
Results of Step 2. Reviewing and Analyzing Data

For this next set of items, please refer to the "Putting It All Together: Incorporating Your Reviewing and Analyzing Data Efforts Into Your Roadmap Reporting Template" from the **Step 2. Reviewing and Analyzing Data** tool. Please transfer the information from the end of Step 2 into the spaces below.

Districts with four or more campuses should complete Table A. Districts with three or fewer campuses should complete Table B. All districts also must respond to the two questions following Table B on your district's definition of effective teaching.

Table A. Districts with Four or More Campuses—Reporting Template for Calculating Equity Gaps for Inexperienced and Out-of-Field Teachers

Row	Comparison	Percentages of:	
		Inexperienced Teachers	Out-of-Field Teachers
Equity Gap Calculations: Low-Income Students			
A	High-poverty quartile	10%	0%
B	Low-poverty quartile	6%	0%
C	**District equity gap:** High-poverty quartile minus low-poverty quartile (**row A–row B**)	4%	0%
D	State average[a]	14.4%	8.95%
E	**State equity gap:** High-poverty quartile minus state average (**row A–row D**)	-4.4%	-8.95%
Equity Gap Calculations: Students of Color			
F	High-minority quartile	6%	0%
G	Low-minority quartile	10%	0%
H	**District equity gap:** High-minority quartile minus low-minority quartile (**row F–row G**)	-4%	0%
I	**State equity gap:** High-minority quartile minus state average (**row F–row D**)	-8.4%	-8.95%

[a] State averages for inexperienced and out-of-field teachers are available and updated annually on the TEA Equity Toolkit [website](#).

What is your district's definition of effective teaching?

In the fields below, record the definitions of effective teaching according to the three categories included in the table. Provide a description of your rationale for these three definitions.

Our District's Definition of Effective Teaching:

Teaching Performance	Student Learning	Student Engagement
Selected data to measure teaching performance:	*Selected data to measure student learning*	*Selected data to measure student engagement:*
T-TESS Ratings	MAP RIT Scores STAAR / EOC	Classroom Observations Power Walk Data
Definition of effective teaching using these data	*Definition of effective teaching using these data*	*Definition of effective teaching using these data*
Teachers who receive Proficient or above on all dimensions of T-TESS will be considered as having effective teaching practices.	Teachers whose progress measure reflects at least one year's growth on STAAR/MAP RIT Scores for at least 80% of their students will be considered as having effective teaching practices.	Teachers who receive Proficient of above on the learning environment dimension of T-TESS will be considered as having effective teaching practices.

After examining the equity gaps in your district related to student access to effective teaching, what are your conclusions?

Texas Equitable Access Roadmap:
A Toolkit to Support Texas Districts to Develop Local Equitable Access Plans

Step 1.
Step 2.
Step 3. Conducting a Root Cause Analysis
Step 4.
Step 5.

Roadmap Overview and Reporting Template:
• Overview of Equity Initiative and Texas Equity Toolkit Roadmap process
• Centralized reporting template for districts to summarize their equity plan after completing the Roadmap process
• Links to all of the resources, tools, and templates in the toolkit

Results of Step 3. Conducting a Root Cause Analysis

For this next set of items, please refer to the "Putting It All Together: Incorporating Your Conducting a Root Cause Analysis Efforts Into Your Roadmap Reporting Template" section of your RCA tool and transfer the information to the following spaces.

Problem Statement:		
One of our high-poverty campuses is at-risk of being served by a larger percentage of inexperienced teachers than campuses serving fewer low-income students.		
Root Causes as They Relate to ATTRACTING Excellent Teachers	**Root Causes as They Relate to SUPPORTING Excellent Teachers**	**Root Causes as They Relate to RETAINING Excellent Teachers**
Because financial incentives are minimal, recruitment efforts tend only to work for inexperienced teachers. As a result, more experienced teachers tend to be attracted to districts with higher salaries and incentive packages.	The principals lack resources for supporting inexperienced teachers.	The district is attempting to create a system to gauge campus climate to better understand teaching condition challenges and aim to improve the conditions so we can improve teacher retention.

Results of Steps 4 and 5. Selecting Strategies and Planning for Implementation

For this next set of items, please refer to the "Putting It All Together: Incorporating Your Selecting Strategies Efforts Into Your Roadmap Reporting Template" section of your Selecting Strategies tool and Planning for Implementation tool.

Complete the following tables by first listing your district's long-term outcomes. These are your high-level goals that should occur in the next 2–5 years if your strategies are successful. Then, list the strategies your district will implement to address the root causes of the equity gaps in your district.

Long-Term Outcomes (from Step 5):

We will expect to retain our teachers and hire teachers with more experience within the next two years.

Identified Root Cause (from Step 3)	Selected Equity Plan Strategies (from Step 4)	Outputs Benchmark 1 (from Step 5)	Short-Term Outcome Benchmark 2 (from Step 5)	Mid-Term Outcome Benchmark 3 (from Step 5)
Because financial incentives are minimal, recruitment efforts tend only to work for inexperienced teachers. As a result, more experienced teachers tend to be attracted to districts with higher salaries and incentive packages.	Compare and maintain teacher salary pay scales to make our salaries competitive with those around our region.	We will conduct a salary scale analysis of the districts around our region. We will work within district financial means to maintain a reasonable fit for salary pay scale. We will offer a retention bonus in December.	We will see a higher rate of teacher retention.	We will continue to retain teachers, therefore, increasing our number of experienced teachers in the classroom.
The principals lack resources for supporting inexperienced teachers.	Create district walk through form to assess instructional needs across the district. Provide leadership professional	Review classroom walk throughs and develop consistent classroom	Require 3-5 classroom walk throughs per week with coaching feedback	Maintain effective documentation on instructional observations and coaching to support

Identified Root Cause (from Step 3)	Selected Equity Plan Strategies (from Step 4)	Outputs Benchmark 1 (from Step 5)	Short-Term Outcome Benchmark 2 (from Step 5)	Mid-Term Outcome Benchmark 3 (from Step 5)
	development to principals focused on mentoring/coaching teachers.	instructional expectations.	emailed to teachers.	inexperienced teachers.
The district is attempting to create a system to gauge campus climate to better understand teaching condition challenges and aim to improve the conditions so we can improve teacher retention.	We will conduct staff surveys in order to better understand the teaching challenges. Supt. and team will meet with staff to gauge the climate and address concerns as they arise.	We will conduct an analysis of employee service records within the district. We will review the responses as a leadership team and brainstorm possible solutions to address the teaching condition challenges throughout the district.	We will see an increase in the number of employees returning to the district with an improvement in campus climate and teacher morale.	We will continue to retain teachers, therefore, increasing our number of experienced teachers in the classroom.

Use this box to provide any additional insights you learned from completing this process or provide any additional information you think is necessary to understanding your plan.

After examining the equity gaps, Mathis Independent School District has no equity gap. All students have equal access to effective teaching. However, we developed our root cause analysis based on the potential for our campuses to develop an equity gap.

Appendix

List of Resources to Support Local Equity Plan Development, by Topic Area

Topic Area	Resource and Link to Access Resource
Every Student Succeeds Act (ESSA)	• Information from the U.S. Department of Education (ED) (http://www.ed.gov/essa?src=rn). • Information on equity as it relates to states is included in section (1111(g)(1)(B)). • Information on equity as it relates to districts is included in section (1112(b)(2)).
Equity Plans	• State Equity Plans—plans submitted by all of the states to ED in 2015 (https://www2.ed.gov/programs/titleiparta/resources.html). • Texas 2015 Equity Plan (http://tea.texas.gov/About_TEA/Laws_and_Rules/NCLB_and_ESEA/Title_I,_Part_A_-_Improving_Basic_Programs/State_Plan_To_Ensure_Equitable_Access_to_Excellent_Educators/).
Engaging and Communicating with Stakeholders	• The Center on Great Teachers and Leaders (GTL Center) has developed sample stakeholder engagement meeting agendas for various formats (http://www.gtlcenter.org/sites/default/files/GTL_Resource_04_Agendas-ed-fmt.doc). • Communications planning resource from the GTL Center (http://www.gtlcenter.org/sites/default/files/Communication_Guidebook.pdf). • Developing key messages—Ideas and suggestions from the GTL Center (http://www.gtlcenter.org/sites/default/files/Communication_Guidebook.pdf). • Gathering stakeholder feedback with a feedback form from the GTL Center that districts can use or repurpose (http://www.gtlcenter.org/sites/default/files/GTL_Resource_05_IncorpFeedback-ed-fmt.doc).
Reviewing and Analyzing Data	• ED definition of "out-of-field" teachers (https://www2.ed.gov/policy/elsec/leg/esea02/pg20.html). • Best practices in defining an "ineffective" teacher. Resource from the GTL Center *Teacher Effectiveness in the Every Student Succeeds Act: A Discussion Guide* (http://www.gtlcenter.org/sites/default/files/TeacherEffectiveness_ESSA.pdf). • The reference above also helps guide consideration of the role district resources, including time, money, and educator engagement, play in the decision-making process in defining effective teaching. • Texas Data Checklist (list of data elements available to most districts in Texas; LINK TBD). • Data from the Public Education Information Management System (PEIMS) (2015–2016) sources. Code tables available at http://ritter.tea.state.tx.us/peims/standards/weds/. • Definition of person of color—New Oxford American Dictionary (2015) definition is a person of color is a person who is not White or of European parentage (https://en.oxforddictionaries.com/definition/us/person_of_color). • The PEIMS 110 record includes an "at-risk indicator code." This code indicates whether a student is currently identified as at-risk of dropping out of school using state-defined criteria that are based on whether the student meets one or more of 13 criteria. For more information, please visit http://ritter.tea.state.tx.us/peims/standards/weds/. • Chronic absenteeism refers to excessive absences during the school year while truancy refers to a certain number or certain frequency of unexcused absences. In Texas, chronic absenteeism generally refers to a student who is absent for 10% or more of the days school is offered (see Texas. Education Code §25.092; http://www.statutes.legis.state.tx.us/?link=ED). Truant conduct is defined as failing to attend school without an excuse on 10 or more days or parts of days within a 6-month period in the same school year (see Texas Family Code §65.003(a); http://www.statutes.legis.state.tx.us/Docs/FA/htm/FA.65.htm).

Topic Area	Resource and Link to Access Resource
	• Research on within campus inequitable student access to effective teachers—Goldhaber, D., Lavery, L., & Theobald, R. (2014). *Uneven playing field? Assessing the inequity of teacher characteristics and measured performance across students* (CEDR Working Paper 2014-14). Seattle: University of Washington. Retrieved from http://www.cedr.us/papers/working/CEDR%20WP%202014-4.pdf.

Conducting a Root Cause Analysis	• Problems of Practice Related to Talent Management—As districts explore the root causes of their equity gaps, it may be helpful to carefully examine current talent management strategies, policies, and practices and consider how they may be supporting or hindering equitable access. The following GTL Center resources and tools can help districts as they consider how their current approaches support attracting, supporting, and retaining excellent educators in their highest need campuses.
	  – Talent Development Framework (http://www.gtlcenter.org/sites/default/files/14-2591_GTL_Talent_Dev_Framework-ed_110714.pdf).
	  – Creating Coherence and Alignment Tool (http://www.gtlcenter.org/sites/default/files/Coherence_Alignment_Tool.pdf).
	  – Talent Management Strategies: Districts Self-Assessment Checklist (https://easn.grads360.org/#communities/pdc/documents/12611).
	• After conducting a root cause analysis, districts may want to collect feedback from participants/stakeholders. Your district may develop its own feedback form, or you could choose to use or adapt an existing feedback form like the one developed by the GTL Center available at http://www.gtlcenter.org/sites/default/files/GTL_Resource_05_IncorpFeedback-ed-fmt.doc.

Selecting Strategies	• How to select strategies to address equity gaps—The GTL Center's Research-Supported Implementation Tips for Equitable Access Plan Strategies resource (http://www.gtlcenter.org/sites/default/files/Implementation_Tips.pdf).
	• Reviewing existing strategies may prompt some districts to consider a more comprehensive review of the alignment and coherence of their district's policies and practices. The resources below can assist those efforts.
	  – Talent Development Framework (http://www.gtlcenter.org/sites/default/files/14-2591_GTL_Talent_Dev_Framework-ed_110714.pdf).
	  – Creating Coherence and Alignment Tool (http://www.gtlcenter.org/sites/default/files/Coherence_Alignment_Tool.pdf).
	  – Talent Management Strategies: Districts Self-Assessment Checklist (https://easn.grads360.org/#communities/pdc/documents/12611).

Planning for Implementation	• Developing a logic model. Although a formal logic model is not required when planning for implementing your district strategies, it might be helpful to create one, especially if you are using many strategies. Logic model development resources are available from:
	  – The Kellogg Foundation (https://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide).
	  – Regional Education Laboratory Northeast and Islands (http://www.relnei.org/events/skill-builder-archive/logic-model-to-program-evaluation.html).
	• If you need help generating a list of common barriers, you can refer to the GTL Center's Monitoring Tool for a list of common barriers (http://www.gtlcenter.org/sites/default/files/Monitoring_Tool.pdf).

Definitions   "Bullying":

  Bullying   1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:

        a. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;

        b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;

        c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or

        d. Infringes on the rights of the victim at school; and

    2. Includes cyberbullying.

  Cyberbullying   "Cyberbullying" means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

Applicability   These provisions apply to:

    1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;

    2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and

    3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:

        a. Interferes with a student's educational opportunities; or

    b.   Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;

2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;

3. Establishes a procedure for providing notice of an incident of bullying to:

    a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and

    b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;

4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;

5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;

6. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;

7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and

8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Internet Posting

The procedure for reporting bullying must be posted on a district's Internet Web site to the extent practicable.

Prevention and Mediation

A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

1.   Interfere with a student's educational opportunities; or

2.   Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Education Code 37.0832

2019-20 Texas Academic Performance Report

District Name: **MATHIS ISD**

District Number: **205904**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

2020 Special Education Determination Status:

Meets Requirements

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District Name: MATHIS ISD
County Name: SAN PATRICIO
District Number: 205904

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	Region 02	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	76%	**79%**	-	76%	88%	-	*	-	*	73%	*	75%	95%	75%	67%
	2018	77%	77%	**89%**	-	90%	83%	-	-	-	*	*	-	91%	79%	88%	*
At Meets Grade Level or Above	2019	45%	43%	**36%**	-	36%	31%	-	*	-	*	45%	*	37%	30%	32%	50%
	2018	43%	42%	**43%**	-	40%	67%	-	-	-	*	*	-	43%	43%	39%	*
At Masters Grade Level	2019	27%	25%	**15%**	-	12%	19%	-	*	-	*	9%	*	14%	15%	11%	33%
	2018	25%	24%	**20%**	-	17%	42%	-	-	-	*	*	-	20%	21%	17%	*
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	79%	**91%**	-	91%	94%	-	*	-	*	82%	*	90%	100%	92%	67%
	2018	78%	79%	**90%**	-	90%	92%	-	-	-	*	*	-	91%	86%	89%	*
At Meets Grade Level or Above	2019	49%	47%	**46%**	-	43%	56%	-	*	-	*	64%	*	44%	55%	43%	33%
	2018	47%	46%	**53%**	-	55%	50%	-	-	-	*	*	-	56%	36%	53%	*
At Masters Grade Level	2019	25%	23%	**21%**	-	14%	44%	-	*	-	*	27%	*	19%	30%	19%	33%
	2018	23%	21%	**23%**	-	24%	17%	-	-	-	*	*	-	23%	21%	23%	*
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	77%	**91%**	-	90%	100%	-	-	-	-	*	-	94%	79%	90%	*
	2018	73%	73%	**59%**	*	60%	60%	-	*	-	*	53%	*	58%	67%	58%	*
At Meets Grade Level or Above	2019	44%	44%	**57%**	-	54%	89%	-	-	-	-	*	-	60%	47%	55%	*
	2018	46%	44%	**35%**	*	35%	30%	-	*	-	*	33%	*	34%	39%	34%	*
At Masters Grade Level	2019	22%	21%	**30%**	-	28%	56%	-	-	-	-	*	-	30%	32%	30%	*
	2018	24%	22%	**16%**	*	14%	30%	-	*	-	*	7%	*	15%	22%	15%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	75%	**93%**	-	93%	100%	-	-	-	-	*	-	95%	84%	92%	*
	2018	78%	78%	**88%**	*	87%	91%	-	*	-	*	71%	*	88%	89%	88%	*
At Meets Grade Level or Above	2019	48%	44%	**64%**	-	62%	89%	-	-	-	-	*	-	69%	42%	64%	*
	2018	49%	46%	**45%**	*	45%	55%	-	*	-	*	41%	*	42%	61%	44%	*
At Masters Grade Level	2019	28%	24%	**33%**	-	32%	44%	-	-	-	-	*	-	36%	21%	34%	*
	2018	27%	25%	**20%**	*	20%	18%	-	*	-	*	6%	*	22%	11%	20%	*
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	67%	**79%**	-	78%	89%	-	-	-	-	*	-	85%	53%	79%	*
	2018	63%	59%	**41%**	*	42%	22%	-	*	-	*	27%	*	43%	29%	40%	*
At Meets Grade Level or Above	2019	35%	33%	**41%**	-	41%	33%	-	-	-	-	*	-	45%	21%	42%	*
	2018	39%	36%	**23%**	*	23%	22%	-	*	-	*	20%	*	23%	24%	21%	*
At Masters Grade Level	2019	11%	9%	**9%**	-	9%	11%	-	-	-	-	*	-	8%	11%	10%	*
	2018	11%	8%	**2%**	*	2%	0%	-	*	-	*	0%	*	1%	6%	1%	*

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		State	Region 02	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	85%	**89%**	*	88%	90%	-	*	-	-	80%	*	87%	96%	88%	*
	2018	84%	82%	**79%**	-	79%	75%	*	-	-	-	59%	*	79%	78%	78%	80%
At Meets Grade Level or Above	2019	54%	49%	**41%**	*	41%	40%	-	*	-	-	40%	*	42%	36%	39%	*
	2018	54%	49%	**36%**	-	37%	38%	*	-	-	-	24%	*	35%	43%	35%	40%
At Masters Grade Level	2019	29%	25%	**24%**	*	24%	20%	-	*	-	-	20%	*	27%	12%	23%	*
	2018	26%	23%	**14%**	-	13%	25%	*	-	-	-	0%	*	12%	26%	13%	0%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	89%	**96%**	*	95%	100%	-	*	-	-	95%	*	97%	92%	95%	*
	2018	91%	89%	**84%**	-	84%	75%	*	-	-	-	71%	*	84%	83%	84%	100%
At Meets Grade Level or Above	2019	58%	52%	**55%**	*	52%	70%	-	*	-	-	65%	*	53%	64%	54%	*
	2018	58%	53%	**32%**	-	32%	38%	*	-	-	-	24%	*	27%	57%	31%	60%
At Masters Grade Level	2019	36%	30%	**24%**	*	22%	30%	-	*	-	-	25%	*	26%	16%	24%	*
	2018	30%	25%	**11%**	-	11%	13%	*	-	-	-	12%	*	7%	30%	10%	20%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	72%	**83%**	*	83%	80%	-	*	-	-	95%	*	84%	80%	82%	*
	2018	76%	72%	**82%**	-	83%	75%	*	-	-	-	59%	*	81%	87%	82%	100%
At Meets Grade Level or Above	2019	49%	44%	**37%**	*	37%	40%	-	*	-	-	45%	*	40%	24%	34%	*
	2018	41%	36%	**36%**	-	36%	38%	*	-	-	-	29%	*	32%	52%	35%	40%
At Masters Grade Level	2019	24%	20%	**18%**	*	17%	30%	-	*	-	-	30%	*	18%	20%	17%	*
	2018	17%	14%	**13%**	-	13%	13%	*	-	-	-	12%	*	12%	22%	13%	20%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	64%	**51%**	-	52%	40%	*	-	-	-	29%	*	51%	47%	51%	40%
	2018	69%	66%	**65%**	-	64%	83%	-	-	-	-	57%	*	63%	78%	62%	78%
At Meets Grade Level or Above	2019	37%	32%	**30%**	-	31%	0%	*	-	-	-	19%	*	28%	40%	29%	0%
	2018	39%	35%	**33%**	-	34%	17%	-	-	-	-	43%	*	34%	28%	29%	67%
At Masters Grade Level	2019	18%	14%	**15%**	-	16%	0%	*	-	-	-	10%	*	13%	33%	14%	0%
	2018	19%	15%	**18%**	-	18%	17%	-	-	-	-	29%	*	17%	22%	16%	44%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	75%	**73%**	-	75%	40%	*	-	-	-	52%	*	72%	87%	74%	100%
	2018	77%	73%	**75%**	-	76%	67%	-	-	-	-	67%	*	77%	67%	74%	89%
At Meets Grade Level or Above	2019	47%	37%	**29%**	-	29%	40%	*	-	-	-	24%	*	26%	47%	28%	20%
	2018	44%	37%	**37%**	-	37%	50%	-	-	-	-	33%	*	38%	33%	36%	56%
At Masters Grade Level	2019	21%	13%	**9%**	-	10%	0%	*	-	-	-	14%	*	7%	27%	8%	0%
	2018	18%	14%	**14%**	-	14%	17%	-	-	-	-	20%	*	16%	6%	13%	44%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	71%	**78%**	-	77%	*	-	-	-	-	60%	*	77%	82%	75%	71%
	2018	74%	69%	**66%**	*	65%	67%	-	-	-	-	33%	*	65%	68%	65%	89%

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		State	Region 02	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Meets Grade Level or Above	2019	49%	43%	**48%**	-	48%	*	-	-	-	-	47%	*	50%	35%	45%	71%
	2018	48%	42%	**42%**	*	41%	67%	-	-	-	-	22%	*	42%	42%	40%	78%
At Masters Grade Level	2019	29%	24%	**30%**	-	30%	*	-	-	-	-	27%	*	32%	18%	25%	71%
	2018	29%	22%	**18%**	*	19%	17%	-	-	-	-	22%	*	19%	16%	17%	44%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	73%	**69%**	-	69%	*	-	-	-	-	40%	*	70%	65%	66%	86%
	2018	72%	68%	**70%**	*	69%	67%	-	-	-	-	50%	*	70%	68%	68%	100%
At Meets Grade Level or Above	2019	43%	39%	**38%**	-	38%	*	-	-	-	-	33%	*	41%	24%	34%	71%
	2018	40%	35%	**27%**	*	28%	0%	-	-	-	-	20%	*	26%	32%	25%	67%
At Masters Grade Level	2019	17%	15%	**15%**	-	15%	*	-	-	-	-	13%	*	15%	12%	12%	29%
	2018	18%	15%	**14%**	*	15%	0%	-	-	-	-	20%	*	15%	11%	13%	44%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	65%	**66%**	-	66%	*	-	-	-	-	40%	*	67%	59%	61%	71%
	2018	69%	65%	**59%**	*	58%	67%	-	-	-	-	38%	*	57%	68%	58%	78%
At Meets Grade Level or Above	2019	42%	36%	**34%**	-	34%	*	-	-	-	-	27%	*	34%	35%	32%	71%
	2018	43%	37%	**26%**	*	26%	33%	-	-	-	-	25%	*	25%	37%	25%	67%
At Masters Grade Level	2019	18%	14%	**16%**	-	16%	*	-	-	-	-	13%	*	18%	6%	13%	57%
	2018	15%	10%	**8%**	*	8%	0%	-	-	-	-	25%	*	7%	11%	7%	22%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	83%	**86%**	*	86%	*	-	-	-	-	50%	*	84%	100%	85%	88%
	2018	86%	83%	**85%**	*	86%	70%	-	-	-	-	53%	*	87%	77%	84%	100%
At Meets Grade Level or Above	2019	55%	49%	**59%**	*	58%	*	-	-	-	-	20%	*	60%	50%	54%	88%
	2018	49%	45%	**50%**	*	53%	20%	-	-	-	-	33%	*	52%	41%	49%	60%
At Masters Grade Level	2019	28%	23%	**25%**	*	25%	*	-	-	-	-	10%	*	25%	21%	23%	63%
	2018	27%	23%	**28%**	*	30%	0%	-	-	-	-	7%	*	31%	14%	26%	40%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	86%	**88%**	*	87%	*	-	-	-	-	60%	*	88%	85%	85%	88%
	2018	86%	85%	**84%**	*	84%	80%	-	-	-	-	47%	*	86%	77%	82%	100%
At Meets Grade Level or Above	2019	57%	52%	**51%**	*	52%	*	-	-	-	-	30%	*	50%	62%	49%	88%
	2018	51%	46%	**43%**	*	44%	30%	-	-	-	-	33%	*	45%	32%	40%	20%
At Masters Grade Level	2019	17%	13%	**17%**	*	16%	*	-	-	-	-	20%	*	19%	0%	15%	50%
	2018	15%	12%	**4%**	*	5%	0%	-	-	-	-	20%	*	3%	9%	4%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	75%	**73%**	*	72%	*	-	-	-	-	30%	*	72%	77%	72%	88%
	2018	76%	70%	**70%**	*	70%	60%	-	-	-	-	33%	*	72%	64%	68%	60%
At Meets Grade Level or Above	2019	51%	41%	**36%**	*	35%	*	-	-	-	-	20%	*	36%	31%	30%	75%
	2018	52%	44%	**39%**	*	39%	40%	-	-	-	-	27%	*	41%	32%	37%	20%
At Masters Grade Level	2019	25%	17%	**13%**	*	13%	*	-	-	-	-	10%	*	14%	8%	10%	38%
	2018	28%	21%	**19%**	*	18%	30%	-	-	-	-	13%	*	17%	27%	19%	0%

Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

District Name: MATHIS ISD
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District Number: 205904

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Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	63%	**58%**	*	58%	*	-	-	-	-	20%	*	59%	46%	55%	75%
	2018	65%	59%	**58%**	*	58%	60%	-	-	-	-	33%	*	60%	50%	54%	60%
At Meets Grade Level or Above	2019	37%	30%	**22%**	*	22%	*	-	-	-	-	20%	*	24%	8%	20%	38%
	2018	36%	28%	**23%**	*	24%	20%	-	-	-	-	20%	*	26%	14%	22%	0%
At Masters Grade Level	2019	21%	15%	**12%**	*	12%	*	-	-	-	-	0%	*	12%	8%	13%	38%
	2018	21%	15%	**7%**	*	7%	10%	-	-	-	-	13%	*	6%	9%	7%	0%
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	64%	**71%**	*	71%	60%	*	-	-	*	42%	*	71%	68%	67%	80%
	2018	65%	60%	**61%**	*	60%	75%	*	-	-	-	29%	60%	62%	56%	58%	*
At Meets Grade Level or Above	2019	50%	43%	**44%**	*	43%	50%	*	-	-	*	21%	*	43%	50%	39%	0%
	2018	44%	37%	**34%**	*	33%	63%	*	-	-	-	14%	20%	35%	31%	30%	*
At Masters Grade Level	2019	11%	8%	**7%**	*	7%	10%	*	-	-	*	5%	*	6%	11%	6%	0%
	2018	7%	5%	**3%**	*	3%	0%	*	-	-	-	7%	0%	4%	0%	3%	*
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	66%	**76%**	*	77%	70%	*	-	-	-	58%	*	77%	71%	74%	*
	2018	67%	63%	**72%**	*	73%	63%	*	-	-	-	40%	*	73%	67%	70%	*
At Meets Grade Level or Above	2019	49%	44%	**46%**	*	47%	40%	*	-	-	-	17%	*	46%	47%	41%	*
	2018	48%	41%	**47%**	*	48%	25%	*	-	-	-	30%	*	48%	40%	45%	*
At Masters Grade Level	2019	8%	5%	**3%**	*	3%	0%	*	-	-	-	17%	*	3%	0%	2%	*
	2018	8%	5%	**4%**	*	4%	0%	*	-	-	-	10%	*	3%	7%	4%	*
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	86%	**65%**	*	63%	71%	-	-	-	*	44%	*	66%	59%	60%	*
	2018	83%	83%	**79%**	*	78%	100%	-	-	-	-	50%	*	78%	81%	77%	*
At Meets Grade Level or Above	2019	61%	64%	**26%**	*	24%	57%	-	-	-	*	25%	*	28%	15%	22%	*
	2018	55%	54%	**39%**	*	38%	56%	-	-	-	-	10%	*	38%	48%	39%	*
At Masters Grade Level	2019	37%	41%	**13%**	*	12%	14%	-	-	-	*	19%	*	14%	7%	9%	*
	2018	32%	31%	**16%**	*	15%	22%	-	-	-	-	0%	*	14%	24%	16%	*
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	85%	**91%**	*	90%	100%	-	-	-	*	69%	*	90%	95%	90%	*
	2018	87%	82%	**83%**	*	83%	100%	-	-	-	-	73%	*	82%	89%	81%	*
At Meets Grade Level or Above	2019	62%	53%	**51%**	*	48%	88%	-	-	-	*	23%	*	49%	64%	44%	*
	2018	59%	49%	**35%**	*	33%	63%	-	-	-	-	9%	*	28%	61%	32%	*
At Masters Grade Level	2019	25%	17%	**13%**	*	12%	25%	-	-	-	*	8%	*	13%	14%	9%	*
	2018	24%	15%	**9%**	*	10%	0%	-	-	-	-	9%	*	8%	14%	9%	*
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	90%	**85%**	*	85%	100%	-	-	-	*	64%	*	83%	94%	82%	*
	2018	92%	89%	**90%**	-	90%	*	*	-	-	-	56%	*	89%	100%	89%	*
At Meets Grade Level or Above	2019	73%	66%	**54%**	*	53%	67%	-	-	-	*	27%	*	52%	61%	49%	*
	2018	70%	63%	**49%**	-	50%	*	*	-	-	-	33%	*	44%	91%	49%	*

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		State	Region 02	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	45%	37%	**28%**	*	27%	50%	-	-	-	*	18%	*	26%	39%	23%	*
	2018	40%	33%	**16%**	-	17%	*	*	-	-	-	22%	*	16%	18%	15%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	75%	**78%**	90%	77%	84%	*	100%	-	100%	58%	71%	78%	78%	76%	80%
	2018	77%	74%	**74%**	80%	74%	74%	67%	*	-	60%	51%	78%	74%	73%	72%	81%
At Meets Grade Level or Above	2019	50%	45%	**42%**	52%	42%	51%	*	100%	-	60%	34%	36%	43%	40%	39%	53%
	2018	48%	43%	**37%**	28%	37%	40%	0%	*	-	0%	28%	37%	36%	41%	35%	51%
At Masters Grade Level	2019	24%	19%	**17%**	14%	16%	25%	*	100%	-	40%	17%	19%	17%	16%	16%	34%
	2018	22%	18%	**13%**	4%	13%	14%	0%	*	-	0%	13%	12%	13%	16%	13%	25%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	73%	**77%**	83%	76%	80%	*	*	-	*	55%	63%	76%	80%	75%	72%
	2018	74%	71%	**71%**	88%	71%	72%	*	*	-	*	48%	71%	71%	70%	70%	79%
At Meets Grade Level or Above	2019	48%	44%	**45%**	50%	45%	44%	*	*	-	*	31%	31%	45%	42%	41%	51%
	2018	46%	42%	**40%**	25%	40%	41%	*	*	-	*	30%	47%	40%	38%	37%	58%
At Masters Grade Level	2019	21%	17%	**18%**	0%	18%	20%	*	*	-	*	15%	19%	18%	17%	16%	38%
	2018	19%	16%	**15%**	13%	14%	18%	*	*	-	*	11%	12%	15%	15%	14%	32%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	81%	**81%**	100%	81%	88%	*	*	-	*	63%	79%	82%	81%	80%	86%
	2018	81%	79%	**81%**	86%	81%	84%	*	*	-	*	62%	91%	81%	79%	80%	97%
At Meets Grade Level or Above	2019	52%	48%	**43%**	67%	42%	61%	*	*	-	*	41%	29%	43%	43%	41%	54%
	2018	50%	45%	**39%**	29%	39%	42%	*	*	-	*	30%	36%	38%	43%	38%	61%
At Masters Grade Level	2019	26%	23%	**18%**	50%	17%	29%	*	*	-	*	21%	21%	18%	16%	17%	31%
	2018	24%	21%	**14%**	0%	14%	13%	*	*	-	*	15%	9%	14%	16%	14%	31%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	**72%**	-	71%	82%	-	-	-	-	44%	*	75%	56%	70%	80%
	2018	66%	62%	**51%**	*	51%	40%	-	*	-	*	30%	60%	51%	50%	49%	62%
At Meets Grade Level or Above	2019	38%	35%	**37%**	-	38%	36%	-	-	-	-	33%	*	39%	28%	36%	70%
	2018	41%	36%	**25%**	*	24%	27%	-	*	-	*	22%	20%	24%	31%	23%	54%
At Masters Grade Level	2019	14%	11%	**13%**	-	13%	18%	-	-	-	-	11%	*	14%	8%	12%	40%
	2018	13%	9%	**5%**	*	5%	0%	-	*	-	*	9%	20%	4%	8%	4%	15%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	78%	**82%**	100%	81%	90%	-	*	-	*	72%	67%	82%	85%	81%	93%
	2018	80%	75%	**79%**	*	79%	77%	*	-	-	-	53%	83%	79%	81%	78%	75%
At Meets Grade Level or Above	2019	54%	46%	**41%**	50%	40%	60%	-	*	-	*	33%	50%	42%	40%	36%	50%
	2018	51%	43%	**36%**	*	36%	46%	*	-	-	-	23%	33%	33%	49%	34%	25%
At Masters Grade Level	2019	25%	18%	**15%**	0%	14%	30%	-	*	-	*	19%	17%	15%	15%	12%	29%
	2018	23%	16%	**13%**	*	13%	15%	*	-	-	-	12%	17%	12%	21%	13%	8%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	77%	**71%**	*	70%	88%	-	-	-	*	43%	*	70%	74%	68%	73%
	2018	78%	74%	**72%**	*	72%	71%	*	-	-	-	42%	*	73%	67%	69%	50%

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At Meets Grade Level or Above	2019	55%	48%	**37%**	*	36%	50%	-	-	-	*	24%	*	37%	39%	34%	45%
	2018	53%	46%	**35%**	*	36%	29%	*	-	-	-	25%	*	34%	39%	34%	0%
At Masters Grade Level	2019	33%	26%	**20%**	*	19%	38%	-	-	-	*	10%	*	19%	26%	17%	27%
	2018	31%	24%	**11%**	*	12%	7%	*	-	-	-	17%	*	11%	12%	10%	0%

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		State	Region 02	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)

School Progress Domain - Academic Growth Score by Grade and Subject

		State	Region 02	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 4 ELA/Reading	2019	61	62	**77**	-	76	89	-	-	-	-	*	-	77	79	76	*
	2018	63	63	**55**	*	53	88	-	*	-	*	75	*	52	73	54	*
Grade 4 Mathematics	2019	65	62	**78**	-	76	100	-	-	-	-	*	-	76	88	79	*
	2018	65	65	**70**	*	70	72	-	*	-	*	69	*	71	67	70	*
Grade 5 ELA/Reading	2019	81	78	**85**	*	83	95	-	*	-	-	88	*	85	83	86	*
	2018	80	78	**87**	-	87	94	*	-	-	-	79	*	87	89	87	80
Grade 5 Mathematics	2019	83	80	**83**	*	81	100	-	*	-	-	91	*	82	87	84	*
	2018	81	76	**72**	-	72	63	*	-	-	-	76	*	72	72	72	90
Grade 6 ELA/Reading	2019	42	39	**40**	-	41	20	*	-	-	-	31	*	39	40	39	30
	2018	47	43	**51**	-	50	80	-	-	-	-	54	*	51	50	49	69
Grade 6 Mathematics	2019	54	46	**53**	-	54	30	*	-	-	-	45	*	51	70	53	40
	2018	56	51	**53**	-	53	50	-	-	-	-	68	*	53	50	53	69
Grade 7 ELA/Reading	2019	77	73	**78**	-	78	*	-	-	-	-	71	*	79	78	79	100
	2018	76	70	**63**	*	65	50	-	-	-	-	75	*	65	56	64	72
Grade 7 Mathematics	2019	62	62	**53**	-	54	*	-	-	-	-	32	*	53	59	50	64
	2018	67	67	**53**	*	54	42	-	-	-	-	65	*	53	58	53	67
Grade 8 ELA/Reading	2019	77	77	**83**	*	83	*	-	-	-	-	89	*	84	73	83	94
	2018	79	78	**79**	*	80	61	-	-	-	-	61	*	81	69	81	80
Grade 8 Mathematics	2019	82	85	**85**	*	84	*	-	-	-	-	94	*	86	71	83	81
	2018	81	86	**83**	*	82	94	-	-	-	-	82	*	84	81	84	60
End of Course English II	2019	69	67	**61**	*	63	50	-	-	-	-	50	*	59	86	62	*
	2018	67	66	**78**	*	79	60	-	-	-	-	*	*	81	65	76	*
End of Course Algebra I	2019	75	80	**47**	*	47	42	-	-	-	*	*	*	51	31	45	*
	2018	72	74	**74**	-	73	83	-	-	-	-	*	*	78	59	74	-
All Grades Both Subjects	2019	69	67	**69**	83	69	74	*	*	-	*	63	79	68	71	68	69
	2018	69	68	**68**	68	68	71	*	*	-	*	72	79	68	67	68	75
All Grades ELA/Reading	2019	68	66	**70**	*	70	74	*	*	-	-	65	83	70	73	70	77
	2018	69	66	**69**	67	69	73	*	*	-	*	70	77	69	68	68	78
All Grades Mathematics	2019	70	69	**67**	90	67	74	*	*	-	*	61	75	67	69	66	61
	2018	70	69	**67**	70	67	70	*	*	-	*	73	80	67	66	67	71

Texas Education Agency
Texas Academic Performance Report
2019-20 District Prior Year and Student Success Initiative

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Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		State	Region 02	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	39%	**56%**	*	54%	75%	-	-	-	-	28%	56%	0%
	2018	38%	36%	**37%**	*	38%	*	-	-	-	*	32%	37%	*
Mathematics	2019	45%	46%	**51%**	-	51%	*	-	-	-	-	30%	48%	*
	2018	47%	47%	**56%**	-	57%	*	*	-	-	-	36%	55%	*
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	76%	**80%**	*	81%	73%	-	*	-	-	69%	79%	*
Students Requiring Accelerated Instruction	2019	22%	24%	**20%**	*	19%	27%	-	*	-	-	31%	21%	*
STAAR Cumulative Met Standard	2019	86%	85%	**88%**	*	88%	90%	-	*	-	-	75%	88%	*
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	97%	98%	**83%**	-	83%	*	-	-	-	-	100%	83%	*
STAAR Met Standard (Non-Proficient in Previous Year) Retained in Grade 5	2019	63%	67%	*	-	*	-	-	-	-	-	*	*	-
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	83%	81%	**88%**	*	89%	82%	-	*	-	-	94%	88%	*
Students Requiring Accelerated Instruction	2019	17%	19%	**12%**	*	11%	18%	-	*	-	-	6%	12%	*
STAAR Cumulative Met Standard	2019	90%	89%	**96%**	*	95%	100%	-	*	-	-	94%	95%	*
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	97%	98%	**78%**	-	76%	*	-	-	-	-	*	78%	-
STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 6	2019	24%	21%	**15%**	-	17%	*	-	-	-	-	0%	17%	-
Retained in Grade 5	2019	65%	78%	*	-	*	-	-	-	-	-	*	*	-
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	75%	**79%**	*	78%	*	-	-	-	-	14%	77%	*
Students Requiring Accelerated Instruction	2019	22%	25%	**21%**	*	22%	*	-	-	-	-	86%	23%	*
STAAR Cumulative Met Standard	2019	85%	83%	**86%**	*	85%	*	-	-	-	-	38%	85%	*
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	99%	100%	**100%**	-	100%	*	-	-	-	-	100%	100%	-
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														

District Name: MATHIS ISD

Texas Academic Performance Report

County Name: SAN PATRICIO

2019-20 District Prior Year and Student Success Initiative

District Number: 205904

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	Region 02	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Students Requiring Accelerated Instruction	2019	82%	79%	**82%**	*	81%	*	-	-	-	-	38%	81%	*
	2019	18%	21%	**18%**	*	19%	*	-	-	-	-	63%	19%	*
STAAR Cumulative Met Standard														
	2019	88%	86%	**87%**	*	87%	*	-	-	-	-	50%	85%	*
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	98%	100%	**100%**	-	100%	*	-	-	-	-	100%	100%	-

District Name: MATHIS ISD
County Name: SAN PATRICIO
District Number: 205904

(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	Region 02	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	75%	**78%**	74%	74%	-	-	-	62%	-	62%	68%	67%	67%
	2018	77%	74%	**74%**	75%	75%	-	-	-	58%	*	59%	79%	64%	70%
At Meets Grade Level or Above	2019	50%	45%	**42%**	47%	47%	-	-	-	19%	-	19%	23%	31%	28%
	2018	48%	43%	**37%**	63%	63%	-	-	-	15%	*	18%	42%	33%	36%
At Masters Grade Level	2019	24%	19%	**17%**	32%	32%	-	-	-	0%	-	0%	14%	13%	13%
	2018	22%	18%	**13%**	38%	38%	-	-	-	4%	*	5%	8%	17%	14%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	73%	**77%**	63%	63%	-	-	-	60%	-	60%	56%	61%	59%
	2018	74%	71%	**71%**	67%	67%	-	-	-	63%	*	57%	70%	64%	67%
At Meets Grade Level or Above	2019	48%	44%	**45%**	50%	50%	-	-	-	20%	-	20%	22%	33%	30%
	2018	46%	42%	**40%**	50%	50%	-	-	-	25%	*	29%	40%	36%	38%
At Masters Grade Level	2019	21%	17%	**18%**	38%	38%	-	-	-	0%	-	0%	11%	17%	15%
	2018	19%	16%	**15%**	33%	33%	-	-	-	13%	*	14%	10%	21%	17%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	81%	**81%**	75%	75%	-	-	-	67%	-	67%	89%	71%	78%
	2018	81%	79%	**81%**	100%	100%	-	-	-	100%	*	100%	89%	100%	95%
At Meets Grade Level or Above	2019	52%	48%	**43%**	38%	38%	-	-	-	17%	-	17%	33%	29%	30%
	2018	50%	45%	**39%**	83%	83%	-	-	-	29%	*	33%	56%	54%	55%
At Masters Grade Level	2019	26%	23%	**18%**	38%	38%	-	-	-	0%	-	0%	22%	21%	22%
	2018	24%	21%	**14%**	50%	50%	-	-	-	0%	*	0%	11%	23%	18%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	**72%**	*	*	-	-	-	-	-	-	*	*	60%
	2018	66%	62%	**51%**	*	*	-	-	-	*	-	*	*	20%	17%
At Meets Grade Level or Above	2019	38%	35%	**37%**	*	*	-	-	-	-	-	-	*	*	40%
	2018	41%	36%	**25%**	*	*	-	-	-	*	-	*	*	20%	17%
At Masters Grade Level	2019	14%	11%	**13%**	*	*	-	-	-	-	-	-	*	*	0%
	2018	13%	9%	**5%**	*	*	-	-	-	*	-	*	*	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	78%	**82%**	*	*	-	-	-	80%	-	80%	*	83%	86%
	2018	80%	75%	**79%**	*	*	-	-	-	40%	*	*	*	50%	70%
At Meets Grade Level or Above	2019	54%	46%	**41%**	*	*	-	-	-	0%	-	0%	*	0%	0%
	2018	51%	43%	**36%**	*	*	-	-	-	0%	*	*	*	17%	20%
At Masters Grade Level	2019	25%	18%	**15%**	*	*	-	-	-	0%	-	0%	*	0%	0%
	2018	23%	16%	**13%**	*	*	-	-	-	0%	*	*	*	17%	10%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	77%	**71%**	-	-	-	-	-	40%	-	40%	-	40%	40%
	2018	78%	74%	**72%**	-	-	-	-	-	*	*	*	-	*	*
At Meets Grade Level or Above	2019	55%	48%	**37%**	-	-	-	-	-	40%	-	40%	-	40%	40%
	2018	53%	46%	**35%**	-	-	-	-	-	*	*	*	-	*	*
At Masters Grade Level	2019	33%	26%	**20%**	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	31%	24%	**11%**	-	-	-	-	-	*	*	*	-	*	*
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	67%	**69%**	67%	67%	-	-	-	45%	-	45%	56%	53%	55%
	2018	69%	68%	**68%**	100%	100%	-	-	-	79%	*	75%	67%	88%	79%
All Grades ELA/Reading	2019	68%	66%	**70%**	*	*	-	-	-	60%	-	60%	63%	63%	63%
	2018	69%	66%	**69%**	*	*	-	-	-	75%	*	70%	63%	85%	75%
All Grades Mathematics	2019	70%	69%	**67%**	*	*	-	-	-	30%	-	30%	50%	44%	47%

District Name: MATHIS ISD

County Name: SAN PATRICIO

District Number: 205904

Texas Academic Performance Report
2019-20 District STAAR Performance
Bilingual Education/English as a Second Language

(Current EL Students)

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Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		State	Region 02	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	70%	69%	**67%**	*	*	-	-	-	83%	*	80%	71%	90%	82%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	39%	**56%**	*	*	-	-	-	*	-	*	*	*	0%
	2018	38%	36%	**37%**	*	*	-	-	-	*	*	*	*	*	*
Mathematics	2019	45%	46%	**51%**	-	-	-	-	-	-	-	-	*	-	*
	2018	47%	47%	**56%**	*	*	-	-	-	*	-	*	*	*	*

District Name: MATHIS ISD

Texas Academic Performance Report

County Name: SAN PATRICIO

2019-20 District STAAR Participation

District Number: 205904

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Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Participation section of this year's report is not updated.

	State	Region 02	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation													
(All Grades)													
All Tests													
Assessment Participant	99%	100%	**99%**	100%	99%	100%	*	100%	-	100%	99%	99%	100%
Included in Accountability	94%	95%	**96%**	91%	96%	94%	*	100%	-	100%	97%	96%	96%
Not Included in Accountability													
Mobile	4%	4%	**3%**	0%	3%	6%	*	0%	-	0%	1%	3%	0%
Other Exclusions	1%	0%	**0%**	9%	0%	0%	*	0%	-	0%	1%	0%	4%
Not Tested	1%	0%	**1%**	0%	1%	0%	*	0%	-	0%	1%	1%	0%
Absent	1%	0%	**1%**	0%	1%	0%	*	0%	-	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%
2018 STAAR Participation													
(All Grades)													
All Tests													
Assessment Participant	99%	99%	**99%**	97%	99%	100%	100%	*	-	100%	99%	99%	100%
Included in Accountability	94%	95%	**94%**	86%	94%	94%	100%	*	-	33%	91%	94%	99%
Not Included in Accountability													
Mobile	4%	4%	**6%**	10%	5%	6%	0%	*	-	67%	7%	5%	0%
Other Exclusions	1%	0%	**0%**	0%	0%	0%	0%	*	-	0%	1%	0%	1%
Not Tested	1%	1%	**1%**	3%	1%	0%	0%	*	-	0%	1%	1%	0%
Absent	1%	1%	**1%**	3%	1%	0%	0%	*	-	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	*	-	0%	0%	0%	0%

Texas Academic Performance Report

2019-20 District Attendance, Graduation, and Dropout Rates

District Name: MATHIS ISD

County Name: SAN PATRICIO

District Number: 205904

	State	Region 02	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	94.5%	**94.1%**	94.2%	94.0%	95.1%	*	*	-	94.4%	93.5%	93.7%	95.9%
2017-18	95.4%	94.4%	**93.9%**	94.6%	93.9%	94.1%	*	*	-	93.1%	93.5%	93.9%	95.6%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.5%	**0.0%**	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
2017-18	0.4%	0.5%	**0.7%**	0.0%	0.7%	0.0%	-	-	-	*	0.0%	0.7%	0.0%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	2.0%	**1.0%**	0.0%	1.1%	0.0%	*	*	-	*	1.9%	1.3%	0.0%
2017-18	1.9%	2.2%	**0.9%**	0.0%	0.9%	0.0%	*	-	-	-	0.0%	1.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	91.0%	**92.4%**	-	92.0%	*	*	-	-	-	100.0%	90.0%	-
Received TxCHSE	0.5%	0.4%	**0.0%**	-	0.0%	*	*	-	-	-	0.0%	0.0%	-
Continued HS	3.7%	2.3%	**1.1%**	-	1.1%	*	*	-	-	-	0.0%	1.4%	-
Dropped Out	5.9%	6.3%	**6.5%**	-	6.8%	*	*	-	-	-	0.0%	8.6%	-
Graduates and TxCHSE	90.4%	91.4%	**92.4%**	-	92.0%	*	*	-	-	-	100.0%	90.0%	-
Graduates, TxCHSE, and Continuers	94.1%	93.7%	**93.5%**	-	93.2%	*	*	-	-	-	100.0%	91.4%	-
Class of 2018													
Graduated	90.0%	90.4%	**92.9%**	*	93.7%	80.0%	-	-	-	-	*	93.3%	*
Received TxCHSE	0.4%	0.4%	**1.2%**	*	0.0%	20.0%	-	-	-	-	*	1.3%	*
Continued HS	3.8%	2.7%	**1.2%**	*	1.3%	0.0%	-	-	-	-	*	1.3%	*
Dropped Out	5.7%	6.5%	**4.7%**	*	5.1%	0.0%	-	-	-	-	*	4.0%	*
Graduates and TxCHSE	90.4%	90.8%	**94.1%**	*	93.7%	100.0%	-	-	-	-	*	94.7%	*
Graduates, TxCHSE, and Continuers	94.3%	93.5%	**95.3%**	*	94.9%	100.0%	-	-	-	-	*	96.0%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.4%	**94.1%**	*	94.9%	80.0%	-	-	-	-	*	94.7%	*
Received TxCHSE	0.6%	0.5%	**1.2%**	*	0.0%	20.0%	-	-	-	-	*	1.3%	*
Continued HS	1.1%	0.6%	**0.0%**	*	0.0%	0.0%	-	-	-	-	*	0.0%	*
Dropped Out	6.1%	6.5%	**4.7%**	*	5.1%	0.0%	-	-	-	-	*	4.0%	*
Graduates and TxCHSE	92.8%	92.9%	**95.3%**	*	94.9%	100.0%	-	-	-	-	*	96.0%	*
Graduates, TxCHSE, and Continuers	93.9%	93.5%	**95.3%**	*	94.9%	100.0%	-	-	-	-	*	96.0%	*
Class of 2017													
Graduated	92.0%	91.2%	**95.0%**	-	96.0%	80.0%	-	-	-	-	100.0%	93.0%	*
Received TxCHSE	0.6%	0.8%	**0.0%**	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Continued HS	1.1%	0.7%	**0.0%**	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Dropped Out	6.3%	7.4%	**5.0%**	-	4.0%	20.0%	-	-	-	-	0.0%	7.0%	*
Graduates and TxCHSE	92.6%	91.9%	**95.0%**	-	96.0%	80.0%	-	-	-	-	100.0%	93.0%	*
Graduates, TxCHSE, and Continuers	93.7%	92.6%	**95.0%**	-	96.0%	80.0%	-	-	-	-	100.0%	93.0%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													

District Name: MATHIS ISD

Texas Academic Performance Report

County Name: SAN PATRICIO

2019-20 District Attendance, Graduation, and Dropout Rates

District Number: 205904

	State	Region 02	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2017													
Graduated	92.4%	91.8%	**95.0%**	-	96.0%	80.0%	-	-	-	-	100.0%	93.0%	*
Received TxCHSE	0.7%	0.9%	**0.0%**	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Continued HS	0.6%	0.3%	**0.0%**	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Dropped Out	6.3%	7.1%	**5.0%**	-	4.0%	20.0%	-	-	-	-	0.0%	7.0%	*
Graduates and TxCHSE	93.2%	92.7%	**95.0%**	-	96.0%	80.0%	-	-	-	-	100.0%	93.0%	*
Graduates, TxCHSE, and Continuers	93.7%	92.9%	**95.0%**	-	96.0%	80.0%	-	-	-	-	100.0%	93.0%	*
Class of 2016													
Graduated	92.1%	89.9%	**89.5%**	*	91.4%	*	-	-	-	-	92.3%	88.9%	*
Received TxCHSE	0.8%	1.0%	**1.2%**	*	1.2%	*	-	-	-	-	0.0%	1.6%	*
Continued HS	0.5%	0.4%	**0.0%**	*	0.0%	*	-	-	-	-	0.0%	0.0%	*
Dropped Out	6.6%	8.7%	**9.3%**	*	7.4%	*	-	-	-	-	7.7%	9.5%	*
Graduates and TxCHSE	92.9%	90.9%	**90.7%**	*	92.6%	*	-	-	-	-	92.3%	90.5%	*
Graduates, TxCHSE, and Continuers	93.4%	91.3%	**90.7%**	*	92.6%	*	-	-	-	-	92.3%	90.5%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	91.0%	**89.5%**	-	89.0%	*	*	-	-	-	100.0%	86.3%	*
Class of 2018	90.0%	90.4%	**89.9%**	*	90.4%	80.0%	-	-	-	-	*	89.9%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	66.7%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	58.5%	*	-	*	-	-	-	-	-	-	*	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	5.1%	**29.4%**	-	29.6%	*	*	-	-	-	42.9%	33.3%	-
Class of 2018	5.0%	7.5%	**41.0%**	*	41.1%	*	-	-	-	-	*	42.0%	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	**57.6%**	-	56.8%	*	*	-	-	-	28.6%	54.0%	-
Class of 2018	82.0%	75.9%	**46.2%**	*	45.2%	*	-	-	-	-	*	43.5%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	84.4%	**87.1%**	-	86.4%	*	*	-	-	-	71.4%	87.3%	-
Class of 2018	86.8%	83.3%	**87.3%**	*	86.5%	*	-	-	-	-	*	85.7%	*
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	27.3%	**-**	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	28.2%	*	-	*	-	-	-	-	-	-	*	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	5.3%	**28.4%**	-	28.6%	*	*	-	-	-	30.0%	31.8%	-
2017-18	4.9%	7.0%	**38.6%**	*	39.0%	40.0%	-	-	-	-	60.0%	40.3%	*
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	77.7%	**54.5%**	-	53.6%	*	*	-	-	-	20.0%	50.0%	-
2017-18	81.5%	75.7%	**45.8%**	*	45.5%	40.0%	-	-	-	-	0.0%	43.1%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													

District Name: MATHIS ISD

Texas Academic Performance Report

County Name: SAN PATRICIO

2019-20 District Attendance, Graduation, and Dropout Rates

District Number: 205904

	State	Region 02	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	85.9%	82.8%	**83.0%**	-	82.1%	*	*	-	-	-	50.0%	81.8%	-
2017-18	85.1%	81.8%	**84.5%**	*	84.6%	80.0%	-	-	-	-	60.0%	83.6%	*

District Name: MATHIS ISD

Texas Academic Performance Report

County Name: SAN PATRICIO

2019-20 District Graduation Profile

District Number: 205904

	District Count	District Percent	State Count	State Percent
Graduates (2018-19 Annual Graduates)				
Total Graduates	88	100.0%	355,615	100.0%
By Ethnicity:				
African American	0	0.0%	43,953	12.4%
Hispanic	84	95.5%	180,673	50.8%
White	3	3.4%	105,577	29.7%
American Indian	1	1.1%	1,293	0.4%
Asian	0	0.0%	16,564	4.7%
Pacific Islander	0	0.0%	537	0.2%
Two or More Races	0	0.0%	7,018	2.0%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	2,248	0.6%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	1,090	0.3%
Foundation H.S. Program (No Endorsement)	15	17.0%	51,579	14.5%
Foundation H.S. Program (Endorsement)	25	28.4%	15,160	4.3%
Foundation H.S. Program (DLA)	48	54.5%	285,538	80.3%
Special Education Graduates	10	11.4%	27,598	7.8%
Economically Disadvantaged Graduates	66	75.0%	186,364	52.4%
LEP Graduates	0	0.0%	25,189	7.1%
At-Risk Graduates	54	61.4%	146,432	41.2%

Texas Education Agency

Texas Academic Performance Report

2019-20 District College, Career, and Military Readiness (CCMR)

District Name: MATHIS ISD

County Name: SAN PATRICIO

District Number: 205904

	State	Region 02	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	69.3%	**69.9%**	-	70.2%	*	*	-	-	-	70.0%	72.0%	-
2017-18	65.5%	61.8%	**76.2%**	*	75.6%	80.0%	-	-	-	-	60.0%	74.7%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	42.5%	**46.6%**	-	48.8%	*	*	-	-	-	10.0%	47.0%	-
2017-18	50.0%	39.3%	**67.9%**	*	67.9%	60.0%	-	-	-	-	60.0%	65.8%	*
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	51.6%	**73.9%**	-	75.0%	*	*	-	-	-	20.0%	71.2%	-
2017-18	58.2%	50.9%	**79.8%**	*	80.8%	60.0%	-	-	-	-	60.0%	78.1%	*
Mathematics													
2018-19	48.6%	36.6%	**54.5%**	-	56.0%	*	*	-	-	-	50.0%	56.1%	-
2017-18	46.0%	35.4%	**65.5%**	*	65.4%	60.0%	-	-	-	-	60.0%	64.4%	*
Both Subjects													
2018-19	44.2%	33.1%	**38.6%**	-	40.5%	*	*	-	-	-	10.0%	37.9%	-
2017-18	42.1%	31.7%	**53.6%**	*	52.6%	60.0%	-	-	-	-	60.0%	50.7%	*
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	27.1%	**21.6%**	-	22.6%	*	*	-	-	-	0.0%	18.2%	-
2017-18	20.7%	23.7%	**47.6%**	*	48.7%	20.0%	-	-	-	-	0.0%	45.2%	*
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	7.9%	**0.0%**	-	0.0%	*	*	-	-	-	0.0%	0.0%	-
2017-18	20.4%	7.5%	**0.0%**	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.6%	**12.5%**	-	13.1%	*	*	-	-	-	0.0%	9.1%	-
2017-18	1.4%	0.6%	**17.9%**	*	17.9%	20.0%	-	-	-	-	0.0%	15.1%	*
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	3.0%	**0.0%**	-	0.0%	*	*	-	-	-	0.0%	0.0%	-
2017-18	1.0%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	47.5%	**46.0%**	-	45.2%	*	*	-	-	-	70.0%	47.0%	-
2017-18	28.7%	36.0%	**21.4%**	*	20.5%	40.0%	-	-	-	-	60.0%	21.9%	*
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	15.5%	**0.0%**	-	0.0%	*	*	-	-	-	0.0%	0.0%	-
2017-18	4.8%	5.9%	**0.0%**	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: MATHIS ISD

Texas Academic Performance Report

County Name: SAN PATRICIO

2019-20 District College, Career, and Military Readiness (CCMR)

District Number: 205904

	State	Region 02	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	2.1%	**0.0%**	-	0.0%	*	*	-	-	-	0.0%	0.0%	-
2017-18	1.7%	1.9%	**0.0%**	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*

CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)

	State	Region 02	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	55.6%	58.8%	**79.5%**	-	79.8%	*	*	-	-	-	80.0%	80.3%	-
2017-18	38.7%	41.8%	**27.4%**	*	26.9%	40.0%	-	-	-	-	20.0%	27.4%	*

U.S. Armed Forces Enlistment (Annual Graduates)

	State	Region 02	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	5.0%	8.2%	**4.5%**	-	4.8%	*	*	-	-	-	0.0%	3.0%	-
2017-18	4.3%	10.6%	**7.1%**	*	6.4%	20.0%	-	-	-	-	0.0%	8.2%	*

Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)

	State	Region 02	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.7%	2.5%	**5.7%**	-	3.6%	*	*	-	-	-	50.0%	7.6%	-
2017-18	2.6%	2.0%	**3.6%**	*	2.6%	20.0%	-	-	-	-	60.0%	2.7%	*

Graduates with Level I or Level II Certificate (Annual Graduates)

	State	Region 02	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	0.6%	2.2%	**0.0%**	-	0.0%	*	*	-	-	-	0.0%	0.0%	-
2017-18	0.6%	1.8%	**0.0%**	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*

District Name: MATHIS ISD

County Name: SAN PATRICIO

District Number: 205904

	State	Region 02	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	42.0%	**34.1%**	-	35.7%	*	*	-	-	-	10.0%	31.8%	-
2017-18	32.1%	42.0%	**46.4%**	*	46.2%	40.0%	-	-	-	-	20.0%	41.1%	*
Mathematics													
2018-19	24.7%	27.3%	**14.8%**	-	15.5%	*	*	-	-	-	0.0%	12.1%	-
2017-18	23.7%	26.5%	**29.8%**	*	28.2%	40.0%	-	-	-	-	0.0%	26.0%	*
Both Subjects													
2018-19	18.8%	23.8%	**14.8%**	-	15.5%	*	*	-	-	-	0.0%	12.1%	-
2017-18	18.1%	23.8%	**28.6%**	*	28.2%	20.0%	-	-	-	-	0.0%	24.7%	*
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	64.7%	**83.0%**	-	83.3%	*	*	-	-	-	90.0%	84.8%	-
2017-18	58.4%	62.1%	**58.3%**	*	57.7%	80.0%	-	-	-	-	60.0%	57.5%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	2.8%	**54.5%**	-	54.8%	*	*	-	-	-	20.0%	56.1%	-
2017-18	2.0%	1.8%	**54.8%**	*	55.1%	60.0%	-	-	-	-	60.0%	56.2%	*
Mathematics													
2018-19	7.3%	4.4%	**43.2%**	-	44.0%	*	*	-	-	-	50.0%	48.5%	-
2017-18	3.9%	3.8%	**35.7%**	*	37.2%	20.0%	-	-	-	-	60.0%	38.4%	*
Both Subjects													
2018-19	2.6%	1.4%	**23.9%**	-	25.0%	*	*	-	-	-	10.0%	27.3%	-
2017-18	0.9%	0.7%	**22.6%**	*	23.1%	20.0%	-	-	-	-	60.0%	23.3%	*
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	13.7%	**0.0%**	*	0.0%	0.0%	*	*	-	-	n/a	0.0%	n/a
2018	25.8%	14.4%	**0.6%**	*	0.0%	0.0%	*	-	-	-	n/a	0.0%	n/a
English Language Arts													
2019	14.5%	7.5%	**0.0%**	*	0.0%	0.0%	*	*	-	-	n/a	0.0%	n/a
2018	15.3%	7.7%	**0.0%**	*	0.0%	0.0%	*	-	-	-	n/a	0.0%	n/a
Mathematics													
2019	7.4%	3.7%	**0.0%**	*	0.0%	0.0%	*	*	-	-	n/a	0.0%	n/a
2018	7.3%	3.9%	**0.0%**	*	0.0%	0.0%	*	-	-	-	n/a	0.0%	n/a
Science													
2019	10.4%	4.0%	**0.0%**	*	0.0%	0.0%	*	*	-	-	n/a	0.0%	n/a
2018	10.8%	4.6%	**0.0%**	*	0.0%	0.0%	*	-	-	-	n/a	0.0%	n/a
Social Studies													
2019	13.9%	5.4%	**0.0%**	*	0.0%	0.0%	*	*	-	-	n/a	0.0%	n/a
2018	14.5%	7.1%	**0.6%**	*	0.0%	0.0%	*	-	-	-	n/a	0.0%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	33.6%	**-**	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	35.5%	*	*	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	30.9%	**-**	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	34.7%	**-**	-	-	-	-	-	-	-	n/a	-	n/a

District Name: MATHIS ISD

County Name: SAN PATRICIO

District Number: 205904

	State	Region 02	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Mathematics													
2019	52.2%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	52.8%	39.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	40.6%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	22.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	46.3%	25.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	25.4%	*	*	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	52.6%	**64.8%**	-	65.5%	*	*	-	-	-	n/a	62.1%	n/a
2017-18	74.6%	57.6%	**60.7%**	*	61.5%	40.0%	-	-	-	-	n/a	59.5%	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	29.9%	**5.3%**	-	5.5%	*	-	-	-	-	n/a	2.4%	n/a
2017-18	37.9%	29.6%	**11.8%**	*	10.4%	*	-	-	-	-	n/a	9.1%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1026	**869**	-	870	*	-	-	-	-	n/a	860	n/a
2017-18	1036	1035	**999**	*	996	-	-	-	-	-	n/a	988	n/a
English Language Arts and Writing													
2018-19	517	522	**445**	-	444	*	-	-	-	-	n/a	443	n/a
2017-18	521	527	**513**	*	511	-	-	-	-	-	n/a	509	n/a
Mathematics													
2018-19	510	504	**424**	-	425	*	-	-	-	-	n/a	417	n/a
2017-18	515	508	**486**	*	485	-	-	-	-	-	n/a	478	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	18.9	**15.9**	-	15.9	*	-	-	-	-	n/a	15.6	n/a
2017-18	20.6	19.1	**17.5**	*	17.4	*	-	-	-	-	n/a	17.3	n/a
English Language Arts													
2018-19	20.3	18.6	**14.9**	-	15.0	*	-	-	-	-	n/a	14.6	n/a
2017-18	20.3	18.7	**17.1**	*	17.0	*	-	-	-	-	n/a	16.8	n/a
Mathematics													
2018-19	20.4	18.5	**16.2**	-	16.2	*	-	-	-	-	n/a	15.9	n/a
2017-18	20.6	18.8	**16.9**	*	16.7	*	-	-	-	-	n/a	16.7	n/a
Science													
2018-19	20.8	19.2	**17.1**	-	17.1	*	-	-	-	-	n/a	16.9	n/a
2017-18	20.9	19.5	**18.3**	*	18.3	*	-	-	-	-	n/a	18.0	n/a

District Name: MATHIS ISD

Texas Academic Performance Report

County Name: SAN PATRICIO

2019-20 District Other Postsecondary Indicators

District Number: 205904

	State	Region 02	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	41.8%	**34.6%**	20.0%	34.8%	34.6%	*	*	-	*	23.8%	30.9%	0.0%
2017-18	43.4%	39.8%	**41.7%**	*	42.5%	30.4%	*	-	-	-	27.0%	42.1%	*
English Language Arts													
2018-19	17.8%	14.3%	**22.5%**	*	22.6%	24.0%	*	*	-	*	12.5%	19.7%	0.0%
2017-18	17.3%	13.9%	**24.3%**	*	24.3%	19.0%	*	-	-	-	21.9%	24.2%	*
Mathematics													
2018-19	20.4%	18.9%	**7.3%**	0.0%	7.1%	11.5%	*	*	-	*	4.9%	6.0%	0.0%
2017-18	20.7%	19.4%	**15.2%**	*	15.9%	5.0%	*	-	-	-	0.0%	13.2%	*
Science													
2018-19	21.7%	18.7%	**10.3%**	0.0%	10.5%	8.0%	*	*	-	*	5.3%	8.8%	0.0%
2017-18	21.2%	17.9%	**22.9%**	*	23.4%	15.0%	*	-	-	-	8.6%	22.6%	*
Social Studies													
2018-19	23.6%	19.9%	**8.5%**	*	8.7%	8.3%	*	*	-	*	2.6%	7.8%	0.0%
2017-18	22.8%	19.7%	**5.7%**	*	5.7%	5.6%	*	-	-	-	0.0%	4.6%	*
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	51.7%	**42.9%**	*	42.3%	40.0%	-	-	-	-	0.0%	40.5%	*
2016-17	54.6%	51.5%	**55.8%**	-	57.5%	*	-	-	-	-	0.0%	50.0%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	51.0%	**38.9%**	*	36.4%	*	-	-	-	-	-	36.7%	-
2016-17	59.2%	50.4%	**51.2%**	-	50.0%	*	-	-	-	-	-	44.4%	-

                                       November 2020

District Name: MATHIS ISD

Texas Academic Performance Report

County Name: SAN PATRICIO

2019-20 District Student Information

District Number: 205904

Student Information	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	1,591	100.0%	5,479,173	100.0%	1,599	100.0%	5,493,940	100.0%
Students by Grade:								
Early Childhood Education	1	0.1%	16,848	0.3%	8	0.5%	25,883	0.5%
Pre-Kindergarten	78	4.9%	248,413	4.5%	78	4.9%	249,226	4.5%
Kindergarten	88	5.5%	383,585	7.0%	88	5.5%	384,114	7.0%
Grade 1	108	6.8%	391,175	7.1%	108	6.8%	391,449	7.1%
Grade 2	128	8.0%	388,370	7.1%	128	8.0%	388,675	7.1%
Grade 3	129	8.1%	391,565	7.1%	129	8.1%	391,795	7.1%
Grade 4	117	7.4%	399,883	7.3%	117	7.3%	400,111	7.3%
Grade 5	108	6.8%	417,272	7.6%	108	6.8%	417,444	7.6%
Grade 6	131	8.2%	422,605	7.7%	131	8.2%	422,740	7.7%
Grade 7	136	8.5%	423,421	7.7%	136	8.5%	423,545	7.7%
Grade 8	121	7.6%	411,170	7.5%	121	7.6%	411,272	7.5%
Grade 9	142	8.9%	448,929	8.2%	142	8.9%	449,122	8.2%
Grade 10	121	7.6%	406,785	7.4%	121	7.6%	407,044	7.4%
Grade 11	90	5.7%	376,894	6.9%	90	5.6%	377,208	6.9%
Grade 12	93	5.8%	352,258	6.4%	94	5.9%	354,312	6.4%
Ethnic Distribution:								
African American	12	0.8%	691,582	12.6%	12	0.8%	692,925	12.6%
Hispanic	1,405	88.3%	2,892,928	52.8%	1,413	88.4%	2,899,504	52.8%
White	158	9.9%	1,477,699	27.0%	158	9.9%	1,483,688	27.0%
American Indian	2	0.1%	19,999	0.4%	2	0.1%	20,062	0.4%
Asian	6	0.4%	250,065	4.6%	6	0.4%	250,463	4.6%
Pacific Islander	0	0.0%	8,466	0.2%	0	0.0%	8,481	0.2%
Two or More Races	8	0.5%	138,434	2.5%	8	0.5%	138,817	2.5%
Sex:								
Female	741	46.6%	2,673,270	48.8%	742	46.4%	2,678,619	48.8%
Male	850	53.4%	2,805,903	51.2%	857	53.6%	2,815,321	51.2%
Economically Disadvantaged	1,372	86.2%	3,303,974	60.3%	1,377	86.1%	3,309,610	60.2%
Non-Educationally Disadvantaged	219	13.8%	2,175,199	39.7%	222	13.9%	2,184,330	39.8%
Section 504 Students	101	6.3%	376,734	6.9%	101	6.3%	376,956	6.9%
English Learners (EL)	40	2.5%	1,112,674	20.3%	40	2.5%	1,113,536	20.3%
Students w/ Disciplinary Placements (2018-19)	86	4.9%	82,551	1.5%				
Students w/ Dyslexia	34	2.1%	224,619	4.1%	34	2.1%	224,741	4.1%
Foster Care	8	0.5%	17,393	0.3%	8	0.5%	17,451	0.3%
Homeless	6	0.4%	78,178	1.4%	6	0.4%	78,296	1.4%
Immigrant	0	0.0%	126,747	2.3%	0	0.0%	126,858	2.3%
Migrant	17	1.1%	18,888	0.3%	17	1.1%	18,992	0.3%
Title I	1,591	100.0%	3,568,526	65.1%	1,599	100.0%	3,576,850	65.1%
Military Connected	6	0.4%	105,751	1.9%	6	0.4%	105,787	1.9%
At-Risk	892	56.1%	2,773,390	50.6%	892	55.8%	2,776,481	50.5%

District Name: MATHIS ISD

Texas Academic Performance Report

2019-20 District Student Information

County Name: SAN PATRICIO

District Number: 205904

Student Information	Membership District Count	Membership District Percent	Membership State Count	Membership State Percent	Enrollment District Count	Enrollment District Percent	Enrollment State Count	Enrollment State Percent
Students by Instructional Program:								
Bilingual/ESL Education	27	1.7%	1,128,904	20.6%	27	1.7%	1,129,558	20.6%
Career & Technical Education	437	27.5%	1,512,219	27.6%				
Career & Technical Education (9-12 grades only)	224	50.2%	805,496	50.8%	224	50.1%	806,117	50.8%
Gifted & Talented Education	64	4.0%	444,125	8.1%	64	4.0%	444,196	8.1%
Special Education	163	10.2%	577,868	10.5%	170	10.6%	587,987	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	163		577,868					
By Type of Primary Disability								
Students with Intellectual Disabilities	85	52.1%	245,216	42.4%				
Students with Physical Disabilities	39	23.9%	123,847	21.4%				
Students with Autism	**	**	79,952	13.8%				
Students with Behavioral Disabilities	20	12.3%	120,042	20.8%				
Students with Non-Categorical Early Childhood	*	*	8,811	1.5%				
Mobility (2018-19):								
Total Mobile Students	242	15.3%	806,375	15.3%				

Student Information	-Non-Special Education Rates- District	-Non-Special Education Rates- State	-Special Education Rates- District	-Special Education Rates- State
Retention Rates by Grade:				
Kindergarten	0.0%	1.6%	8.3%	5.5%
Grade 1	4.3%	2.9%	8.3%	4.9%
Grade 2	0.9%	1.6%	5.9%	2.0%
Grade 3	0.0%	0.9%	0.0%	0.8%
Grade 4	0.0%	0.5%	0.0%	0.4%
Grade 5	0.9%	0.4%	0.0%	0.5%
Grade 6	1.8%	0.4%	0.0%	0.5%
Grade 7	2.0%	0.5%	0.0%	0.6%
Grade 8	3.5%	0.4%	0.0%	0.6%
Grade 9	12.2%	7.8%	5.3%	13.1%

	District Count	District Percent	State Count	State Percent
Data Quality:				
Underreported Students	7	0.9%	5,686	0.2%

Texas Academic Performance Report

District Name: MATHIS ISD

2019-20 District Student Information

County Name: SAN PATRICIO

District Number: 205904

Class Size Information	**District**	**State**

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Elementary:

	District	State
Kindergarten	14.5	19.0
Grade 1	13.1	18.9
Grade 2	15.8	18.8
Grade 3	16.0	19.0
Grade 4	14.2	19.2
Grade 5	13.4	20.9
Grade 6	16.9	20.4

Secondary:

	District	State
English/Language Arts	16.3	16.4
Foreign Languages	21.3	18.7
Mathematics	16.0	17.8
Science	14.9	18.8
Social Studies	15.9	19.3

District Name: MATHIS ISD

Texas Academic Performance Report

County Name: SAN PATRICIO

2019-20 District Staff Information

District Number: 205904

Staff Information	District Count	District Percent	State Count	State Percent
Total Staff	244.4	100.0%	734,726.4	100.0%
Professional Staff:	157.8	64.6%	468,132.4	63.7%
Teachers	114.3	46.8%	363,121.3	49.4%
Professional Support	28.4	11.6%	74,698.8	10.2%
Campus Administration (School Leadership)	9.1	3.7%	21,960.1	3.0%
Central Administration	6.0	2.5%	8,352.3	1.1%
Educational Aides:	33.7	13.8%	78,096.8	10.6%
Auxiliary Staff:	52.9	21.6%	188,497.2	25.7%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	4,373.0	n/a
Part-time	0.0	n/a	595.0	n/a
Counselors				
Full-time	4.0	n/a	12,901.0	n/a
Part-time	1.0	n/a	1,103.0	n/a
Total Minority Staff:	187.5	76.7%	375,758.9	51.1%
Teachers by Ethnicity and Sex:				
African American	2.0	1.7%	39,132.5	10.8%
Hispanic	72.5	63.5%	102,099.7	28.1%
White	36.9	32.3%	209,453.0	57.7%
American Indian	0.0	0.0%	1,239.6	0.3%
Asian	0.0	0.0%	6,393.2	1.8%
Pacific Islander	0.0	0.0%	638.2	0.2%
Two or More Races	2.9	2.5%	4,165.2	1.1%
Males	31.7	27.8%	86,302.4	23.8%
Females	82.6	72.2%	276,818.8	76.2%
Teachers by Highest Degree Held:				
No Degree	3.0	2.6%	4,859.9	1.3%
Bachelors	84.6	74.0%	266,596.3	73.4%
Masters	26.7	23.3%	89,088.4	24.5%
Doctorate	0.0	0.0%	2,576.8	0.7%
Teachers by Years of Experience:				
Beginning Teachers	6.5	5.7%	26,878.7	7.4%
1-5 Years Experience	37.0	32.4%	101,305.8	27.9%
6-10 Years Experience	20.0	17.5%	70,305.4	19.4%
11-20 Years Experience	29.9	26.1%	106,767.7	29.4%
Over 20 Years Experience	21.0	18.4%	57,863.9	15.9%
Number of Students per Teacher	13.9	n/a	15.1	n/a

District Name: MATHIS ISD

Texas Academic Performance Report

County Name: SAN PATRICIO

2019-20 District Staff Information

District Number: 205904

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	5.8	6.2
Average Years Experience of Principals with District	3.5	5.3
Average Years Experience of Assistant Principals	3.8	5.3
Average Years Experience of Assistant Principals with District	3.4	4.7
Average Years Experience of Teachers:	11.4	11.1
Average Years Experience of Teachers with District:	7.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$46,195	$49,868
1-5 Years Experience	$47,700	$52,823
6-10 Years Experience	$53,562	$55,756
11-20 Years Experience	$55,414	$59,308
Over 20 Years Experience	$57,240	$65,449
Average Actual Salaries (regular duties only):		
Teachers	$52,407	$57,091
Professional Support	$55,820	$67,352
Campus Administration (School Leadership)	$73,177	$82,512
Central Administration	$79,975	$108,367
Instructional Staff Percent:	66.2%	64.6%
Turnover Rate for Teachers:	21.5%	16.8%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,122.5
Educational Aides	0.0	189.0
Auxiliary Staff	0.0	399.5
Contracted Instructional Staff:	0.0	6,309.0

District Name: MATHIS ISD

County Name: SAN PATRICIO

District Number: 205904

Program Information	--------------- District ---------------		---------------- State -----------------	
	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	23,626.0	6.5%
Career & Technical Education	7.2	6.3%	18,120.4	5.0%
Compensatory Education	0.0	0.0%	10,147.3	2.8%
Gifted & Talented Education	0.0	0.0%	7,053.3	1.9%
Regular Education	97.8	85.6%	257,548.7	70.9%
Special Education	6.6	5.7%	33,620.4	9.3%
Other	2.7	2.4%	13,005.2	3.6%

'^'   Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

'*'   Indicates results are masked due to small numbers to protect student confidentiality.

'**'   When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.

'-'   Indicates there are no students in the group.

'n/a'   Indicates data reporting is not applicable for this group.

'?'   Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report