

Mathis Independent School District

District Improvement Plan

2022-2023



Mission Statement

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

Vision

Building Minds Together

Core Beliefs

Pride

Innovation

Respect

Accountability

Teamwork

Engagement

Safety

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Comprehensive Needs Assessment

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 an enrollment of 1,591 students on 4 campuses and all are Title I campuses. 88.3% of the student population is Hispanic, 86.2% are economically disadvantaged, and 56.1% are At-Risk. The average class size in the elementary grades is 14.8 and 16.9 at the secondary level which are both below the state average.

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. continues to maintain its Title I status providing the district federal funds which are used to support campuses with instructional staff, resources, and professional development.

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: Overall enrollment has dropped from 2019-2020 to 2020-2021. **Root Cause:** Due to the COVID pandemic, several families chose to homeschool their child(ren).

Student Learning

Student Learning Summary

Mathis I.S.D. received an 88 or "B" rating on the 2019 Accountability Ratings. Mathis ISD was not rated in 2020 or 2021 due being declared state of disaster.

Below is a comparison of the 2018 to 2021 overall district ratings using the three domains: Student Achievement, School Progress and Closing the Gaps.

2018				2019				2021			
	Component Score	Scale Score	Rating		Component Score	Scale Score	Rating		Component Score	Scale Score	Rating
Overall		88	B	Overall		89	B	Overall			NR
Student Achievement		82	B	Student Achievement		86	B	Student Achievement			
STAAR Performance	41	71		STAAR Performance	46	78		STAAR Performance	39		
CCMR	75	94		CCMR	76	94		CCMR	28		
Graduation Rate	94.5	80		Graduation Rate	89.5	85		Graduation Rate	95		
School Progress		91	A	School Progress		92	A	School Progress			
Academic Growth	68	76		Academic Growth	69	79	C	Academic Growth	N/A		
Rel. Perf. (ECD: 91.9%)	58	91		Rel. Perf. (ECD: 84.1%)	61	92	A	Rel. Perf. (ECD: 85.3%)	34		
Closing the Gaps	69	82	B	Closing the Gaps	65	81	B	Closing the Gaps			

STAAR Performance Data Comparison

	Approaches			Meets			Masters		
	2018	2019	2021	2018	2019	2021	2018	2019	2021
All Subjects	74%	78%	70%	37%	42%	36%	13%	17%	12%
ELA/ Reading	71%	77%	74%	40%	45%	43%	15%	18%	15%

	Approaches			Meets			Masters		
Mathematics	81%	81%	65%	39%	43%	29%	14%	18%	8%
Writing	51%	72%	60%	25%	37%	20%	5%	13%	5%
Science	79%	82%	70%	36%	41%	33%	13%	15%	8%
Social Studies	72%	71%	79%	35%	37%	49%	11%	20%	30%

STAAR 3-8 STAAR Performance Comparison to the Region and State for 2020-2021

	Reading			Math			Science			Social Studies			Writing		
	State	Region	District	State	Region	District	State	Region	District	State	Region	District	State	Region	District
3rd	67%	65%	71%	63%	61%	42%									
4th	62%	62%	85%	58%	57%	69%							52%	51%	61%
5th	72%	70%	83%	69%	68%	74%	60%	58%	62%						
6th	61%	60%	72%	66%	62%	74%									
7th	68%	65%	61%	54%	50%	61%							61%	58%	57%
8th	72%	70%	74%	60%	56%	57%	67%	61%	62%	56%	51%	61%			

We have exceeded the region and state averages in 12 out of the 17 areas tested. Out of the 12 areas, we exceeded the region and state averages by at least 10 points in 4 areas.

STAAR EOC STAAR Performance to the Region and State for 2020-2021

	State	Region	District
English I	66%	62%	67%
English II	70%	69%	67%
Algebra I	72%	72%	75%
Biology	81%	77%	84%
US Hist	88%	87%	95%

We have exceeded the region and state averages in 4 out of the 5 areas tested.

2018-2019

2019-2020

Identifier	District	Region	State	District	Region	State
Graduation Rate	92.4%	91.0%	90.0%	95.0%	91.5%	90.3%
Dropout Rate (7-8)	0.0%	0.5%	0.4%	0.0%	0.6%	0.5%
Dropout Rate (9-12)	1.2%	2.0%	1.9%	1.9%	1.5%	1.6%
Dropout Rate (7-12)	0.8%	1.5%	1.4%	1.3%	1.2%	1.2%

Our graduation rate is higher than the region and state average rates.

Student Learning Strengths

- Mathis I.S.D. outperformed the region and state on STAAR Reading, except for 7th grade.
- Mathis I.S.D. outperformed the region and state on STAAR Math, except 3rd and 8th grade.
- 4th grade writing scores exceed state and regional percentages.
- 5th grade science scores exceed state and regional percentages.
- 8th grade social studies scores exceed state and regional percentages.
- Mathis I.S.D. outperformed the region and state on all EOC tests, except English II.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 57% of all students met state standard on 7th grade STAAR writing in the 2020-2021 school year. **Root Cause:** Lack of vertical alignment and professional development.

Problem Statement 2 (Prioritized): 28% of all students met the CCMR criteria in 2020-2021 school year. **Root Cause:** Students lack ACT/SAT prep and no students earned an industry-based certification.

Problem Statement 3 (Prioritized): 42% of all students met state standard on 3rd grade STAAR math in the 2020-2021 school year. **Root Cause:** Lack of training and knowledge of grade-level TEKS.

Problem Statement 4: First and second year teachers lack professional development to ensure their success in their content and classroom procedures. **Root Cause:** Due to the COVID pandemic, teachers were not able to attend professional development outside of the district and the district was not able to contract trainers to come to the district to provide professional development.

Problem Statement 5: Teachers need more content-specific professional development to ensure their success with the upcoming changes to STAAR/EOC assessments. **Root Cause:** Due to COVID pandemic, there was a lack of substitutes which did not provide the curriculum department time to provide in-district training.

District Processes & Programs

District Processes & Programs Summary

Programs and Opportunities

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. Our district supports staff when they choose to pursue higher degrees or certifications that will earn them positions such as campus administrators, counselors, or specialist positions (i.e. diagnosticians). 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.

Programs and Opportunities for Students

Mathis ISD campuses all have an intervention period built into their master schedule allowing teachers to work with small groups of students who are at risk of failing or failed STAAR/EOC the previous year. Mandatory tutorials are offered everyday afterschool for students in Kinder thru 12th grade that are in need of extra support to meet state standards. In addition to attending tutorials, students are also provided extra support on the nine intervention days scheduled throughout the school year.

Enrichment activities are provided by 21st Century after tutorials for all students. All students PreK-12 have opportunities to engage in 21st Century activities. Through 21st Century students have access to STEM, fine arts, health, and hands-on activities.

Students at the secondary level also have opportunities to participate in the following programs:

Business Professional of America

UIL Academics

FFA

National Hispanic Institute

Currently, Mathis ISD is striving to become 1:1 in the area of technology. All teachers 3rd-8th grade have a class set of chromebooks to provide a blended learning environment to their students.

Procedures

Curriculum

Mathis ISD utilizes the TEKS Resource System as our curriculum guide. It provides our teachers with a scope and sequence and aligned assessments. The curriculum department utilizes this system to provide training to teachers and support their planning throughout the year.

Bully Prevention and Violence

The Mathis Independent School District prohibits bullying on school property, at school-sponsored or school-related activities, or in any vehicle operated by the district. Bullying is not tolerated. Bullying may include verbal or written expression, expression through electronic means, or physical conduct. Bullying of a student may also include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, and ostracism. Any student or parent who suspects bullying is encouraged to immediately report the incident to a teacher, counselor, principal, or other district employee. Any district employee who receives notice that a student has or may have experienced bullying shall immediately notify the campus principal or designee. Retaliation against anyone involved in the reporting process is a violation of district policy and is prohibited. Students or parents may report an alleged incident of bullying orally or in writing to a teacher, counselor, principal, or other district employee. Students or parents may contact a campus administrator to obtain an incident report form or report the incident anonymously through the Bullying Report Portal on the district website.

Dating violence is not tolerated at Mathis ISD. Dating violence may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors. Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employees, the Title IX, 504 Coordinator, or Superintendent. The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form. Upon receipt or notice of a report, the District official shall determine whether the allegations, if proved, would constitute prohibited conduct as defined by this policy. The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct another individual. The District shall immediately undertake an investigation, except as provided below at Criminal Investigation. If the District official determines that the allegations, if proved, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI. If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. Examples of corrective action may include a training program for those involved in the report, a

comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.

District Processes & Programs Strengths

- Seven out of our fifteen certified administrators were classroom teachers for the district prior to being hired as administrators.
- Teachers that are currently certified administrators are given opportunities to gain experience as administrators through different tasks assigned, such as provide training to teachers or assigned duties.
- All of our students have opportunities to engage in activities beyond the regular classroom experiences.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: First and second year teachers lack professional development to ensure their success in their content and classroom procedures. **Root Cause:** Due to the COVID pandemic, teachers were not able to attend professional development outside of the district and the district was not able to contract trainers to come to the district to provide professional development.

Problem Statement 2: Teachers need more content-specific professional development to ensure their success with the upcoming changes to STAAR/EOC assessments. **Root Cause:** Due to COVID pandemic, there was a lack of substitutes which did not provide the curriculum department time to provide in-district training.

Problem Statement 3 (Prioritized): 28% of all students met the CCMR criteria in 2020-2021 school year. **Root Cause:** Students lack ACT/SAT prep and no students earned an industry-based certification.

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	

Staff Turnover Rate 2020-2021

District	State

Perceptions Strengths

- Mathis ISD uses Schoolpointe to allow students a secure way to report bullying incidents.
- Mathis uses corporal punishment, assigns saturday school, DAEP, and/or counseling to address all discipline infractions.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: First and second year teachers lack professional development to ensure their success in their content and classroom procedures. **Root Cause:** Due to the

COVID pandemic, teachers were not able to attend professional development outside of the district and the district was not able to contract trainers to come to the district to provide professional development.

Problem Statement 2: Teachers need more content-specific professional development to ensure their success with the upcoming changes to STAAR/EOC assessments. **Root Cause:** Due to COVID pandemic, there was a lack of substitutes which did not provide the curriculum department time to provide in-district training.

Problem Statement 3: Overall enrollment has dropped from 2019-2020 to 2020-2021. **Root Cause:** Due to the COVID pandemic, several families chose to homeschool their child(ren).

Priority Problem Statements

Problem Statement 1: 57% of all students met state standard on 7th grade STAAR writing in the 2020-2021 school year.

Root Cause 1: Lack of vertical alignment and professional development.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 28% of all students met the CCMR criteria in 2020-2021 school year.

Root Cause 2: Students lack ACT/SAT prep and no students earned an industry-based certification.

Problem Statement 2 Areas: Student Learning - District Processes & Programs

Problem Statement 3: 42% of all students met state standard on 3rd grade STAAR math in the 2020-2021 school year.

Root Cause 3: Lack of training and knowledge of grade-level TEKS.

Problem Statement 3 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
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

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).

HB3 Goal

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. 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: 2.4, 2.6	Formative			Summative
	Sept	Dec	Feb	June
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. 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: 2.4, 2.5	Formative			Summative
	Sept	Dec	Feb	June

Strategy 3 Details	Reviews			
Strategy 3: Support the implementation of a balanced literacy approach to ELAR instruction. 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: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Feb	June
Strategy 4 Details	Reviews			
Strategy 4: Students will be provided extended learning opportunities in curriculum areas they are not mastering. 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: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Feb	June
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. 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: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Feb	June
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. 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: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Feb	June

Strategy 7 Details	Reviews			
Strategy 7: Provide instructional resources to support teachers' with planning and instruction. Strategy's Expected Result/Impact: Teachers have reliable, research based materials to use for instruction of all contents. Staff Responsible for Monitoring: District Administration and Campus Administration Title I: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Feb	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

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. Strategy's Expected Result/Impact: Students to achieve Meets Standard on STAAR Reading/EOC. Staff Responsible for Monitoring: District Dyslexia Therapists	Formative			Summative
	Sept	Dec	Feb	June
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. Strategy's Expected Result/Impact: Teachers and admin will complete GT 6 hour update for current year. Staff Responsible for Monitoring: GT District and Campus Coordinators	Formative			Summative
	Sept	Dec	Feb	June
Strategy 3 Details	Reviews			
Strategy 3: Implement accommodations, support and interventions to accelerate students identified in special populations not demonstrating grade level expectations. Strategy's Expected Result/Impact: Students will show growth in their learning based on data from local and state assessments. Staff Responsible for Monitoring: Teachers, Administrators, and Directors	Formative			Summative
	Sept	Dec	Feb	June
Strategy 4 Details	Reviews			
Strategy 4: Teachers will use Lexia Off-line lessons, Exact Path, and Reading Plus Off-line lessons to ensure explicit instruction occurs daily with at-risk students. Strategy's Expected Result/Impact: At-risk students will demonstrate growth in their learning based on data from local and state assessments. Staff Responsible for Monitoring: Teachers, Campus Administrators, and Directors	Formative			Summative
	Sept	Dec	Feb	June

Strategy 5 Details	Reviews			
Strategy 5: Computer-based supplemental instruction will be implemented for math and reading to provide all students individualized support in order to close learning gaps in all student groups. 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: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Feb	June
Strategy 6 Details	Reviews			
Strategy 6: 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. 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: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Feb	June
Strategy 7 Details	Reviews			
Strategy 7: Evaluate the Gifted and Talented program yearly to ensure compliance with the TEA required State Plan. Strategy's Expected Result/Impact: District will have a GT program reflecting the TEA State Plan. Staff Responsible for Monitoring: Campus and District Coordinators and Administrators	Formative			Summative
	Sept	Dec	Feb	June
Strategy 8 Details	Reviews			
Strategy 8: Teachers are required to have 2-3 open response questions on every unit assessment in order to prepare students for new State Assessment Expectations. 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: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Feb	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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 8th grade STAAR social studies will increase from 57% to 75% by 2022.





Evaluation Data Sources: STAAR/EOC

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development on content knowledge and instructional strategies. Strategy's Expected Result/Impact: Improved STAAR scores. Staff Responsible for Monitoring: Campus admin and curriculum director. Title I: 2.4, 2.6	Formative			Summative
	Sept	Dec	Feb	June
Strategy 2 Details	Reviews			
Strategy 2: 8th grade teachers will identify low performing students for individualized intervention days and tutorials. Strategy's Expected Result/Impact: Improved STAAR scores. Staff Responsible for Monitoring: Campus Admin, Teachers, Curriculum Director Title I: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 3rd grade STAAR math will increase from 42% to 80% by 2024.

Evaluation Data Sources: STAAR/EOC

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development on content knowledge and instructional strategies. Title I: 2.4, 2.6	Formative			Summative
	Sept	Dec	Feb	June
Strategy 2 Details	Reviews			
Strategy 2: 3rd cohort collaborates to implement specific strategies and targeted interventions during build-in tier time, tutorials, and intervention days. Strategy's Expected Result/Impact: Student growth in the area of 3rd grade Math. Staff Responsible for Monitoring: Teachers, Admin, and Curriculum Title I: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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

Performance Objective 1: The percent of Kinder students that meet or exceed their growth goal on MAP Reading and Math will increase from 29% and 33% to 75% by June 2024.

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Kindergarten will use Math Seeds and Reading Eggs. Strategy's Expected Result/Impact: student growth Staff Responsible for Monitoring: teachers and campus administrators Title I: 2.4, 2.6	Formative			Summative
	Sept	Dec	Feb	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use Saxon Phonics daily to ensure explicit phonics instruction occurs in Kinder. Strategy's Expected Result/Impact: reduce learning gaps Staff Responsible for Monitoring: phonics teachers and campus administrator Title I: 2.4, 2.6	Formative			Summative
	Sept	Dec	Feb	June
Strategy 3 Details	Reviews			
Strategy 3: Administer TX-KEA BOY and EOY, evaluate data and group students for intervention. Strategy's Expected Result/Impact: track student progress Staff Responsible for Monitoring: teachers and campus administrator Title I: 2.4, 2.6	Formative			Summative
	Sept	Dec	Feb	June

Strategy 4 Details	Reviews			
Strategy 4: Offer professional development to Kinder teachers to support areas of need. Strategy's Expected Result/Impact: teacher support/retention; teacher growth Staff Responsible for Monitoring: campus administrators; Human Resources; Curriculum Director Title I: 2.4, 2.6	Formative			Summative
	Sept	Dec	Feb	June
Strategy 5 Details	Reviews			
Strategy 5: Kindergarten Math teachers will use guided math to address learning gaps.	Formative			Summative
	Sept	Dec	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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

Performance Objective 2: The percent of 1st-grade students that meet or exceed their growth goal on MAP Reading and Math will increase from 34% and 31% to 75% by June 2024.

HB3 Goal

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. Strategy's Expected Result/Impact: decrease learning gaps Staff Responsible for Monitoring: phonics teachers, campus administrators Title I: 2.4, 2.6	Formative			Summative
	Sept	Dec	Feb	June
Strategy 2 Details	Reviews			
Strategy 2: Analyze NWEA - MAP data in order to screen and identify for dyslexia and related disorders at the middle of first grade. Strategy's Expected Result/Impact: early identification for reading disorders Staff Responsible for Monitoring: campus administrators, counselor, Dyslexia Specialist, Reading Curriculum Title I: 2.4, 2.6	Formative			Summative
	Sept	Dec	Feb	June
Strategy 3 Details	Reviews			
Strategy 3: 1st Grade will use Lexia and Exact Path. Strategy's Expected Result/Impact: decrease learning gaps and excel students above level	Formative			Summative
	Sept	Dec	Feb	June
Strategy 4 Details	Reviews			
Strategy 4: Administer MAP three times a year, as well as, unit assessments- evaluate data and group students for needed interventions.	Formative			Summative
	Sept	Dec	Feb	June

Strategy 5 Details	Reviews			
Strategy 5: Offer professional development to 1st grade teachers to address areas of need,	Formative			Summative
	Sept	Dec	Feb	June
Strategy 6 Details	Reviews			
Strategy 6: 1st-grade teachers will use guided math to address learning gaps. Strategy's Expected Result/Impact: decrease learning gaps Staff Responsible for Monitoring: teachers, Math Curriculum, campus administrator Title I: 2.4, 2.6	Formative			Summative
	Sept	Dec	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





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

Performance Objective 3: The percent of 2nd-grade students that meet or exceed their growth goal on MAP Reading and Math will increase from 31% and 58% to 75% by June 2024.

HB3 Goal

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. Strategy's Expected Result/Impact: decrease learning gaps Staff Responsible for Monitoring: teachers, campus administrators	Formative			Summative
	Sept	Dec	Feb	June
Strategy 2 Details	Reviews			
Strategy 2: Analyze NWEA-MAP data in order to screen and dyslexia for related disorders at the middle of 2nd grade. Strategy's Expected Result/Impact: early identification Staff Responsible for Monitoring: teachers, campus administrators, dyslexia specialists, curriculum department Title I: 2.4, 2.6	Formative			Summative
	Sept	Dec	Feb	June
Strategy 3 Details	Reviews			
Strategy 3: 2nd grade will use Lexia and Exact Path.	Formative			Summative
	Sept	Dec	Feb	June
Strategy 4 Details	Reviews			
Strategy 4: Administer MAP three times a year, as well as, unit assessments-evaluate data and group students for needed interventions. Strategy's Expected Result/Impact: monitor student progress Staff Responsible for Monitoring: teachers, campus administrators, curriculum department Title I: 2.4, 2.6	Formative			Summative
	Sept	Dec	Feb	June

Strategy 5 Details	Reviews			
Strategy 5: Offer professional development to 2nd-grade teachers to address areas of need.	Formative			Summative
	Sept	Dec	Feb	June
Strategy 6 Details	Reviews			
Strategy 6: 2nd-grade teachers will use guided math to address learning gaps. Strategy's Expected Result/Impact: decrease learning gaps Staff Responsible for Monitoring: teachers, campus administrators, curriculum department Title I: 2.4, 2.6	Formative			Summative
	Sept	Dec	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





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

Performance Objective 4: The percent of 3rd-grade students that score Meets grade level or above on STAAR Reading and Math will increase from 36% and 46% to 55% and 58% by June of 2024.

HB3 Goal

Evaluation Data Sources: 3rd grade STAAR Assessments

Strategy 1 Details	Reviews			
Strategy 1: 3rd grade will use Reading Plus, Exact Path and Study Island. Strategy's Expected Result/Impact: decrease learning gaps Staff Responsible for Monitoring: teachers, campus administrators, curriculum department Title I: 2.4, 2.6	Formative			Summative
	Sept	Dec	Feb	June
Strategy 2 Details	Reviews			
Strategy 2: Administer STAAR Benchmarks in Spring in order to regroup and tutor as necessary. Strategy's Expected Result/Impact: identify needs for tutorials Staff Responsible for Monitoring: teachers, campus administrators, curriculum department Title I: 2.4, 2.6	Formative			Summative
	Sept	Dec	Feb	June
Strategy 3 Details	Reviews			
Strategy 3: Administer MAP three times a year, as well as, unit assessments; evaluate data and group students for needed interventions. Strategy's Expected Result/Impact: monitor student progress Staff Responsible for Monitoring: teachers, campus administrators, curriculum department Title I: 2.4, 2.6	Formative			Summative
	Sept	Dec	Feb	June

Strategy 4 Details	Reviews			
Strategy 4: Offer professional development to 3rd-grade teachers to address areas of need. Strategy's Expected Result/Impact: teacher growth/retention Staff Responsible for Monitoring: teachers, campus administrators, curriculum department, Human Resources Title I: 2.4, 2.6	Formative			Summative
	Sept	Dec	Feb	June
Strategy 5 Details	Reviews			
Strategy 5: Offer small group tutorials during and after school for students who have not reached Approaches on 3rd grade STAAR. Strategy's Expected Result/Impact: increase performance on STAAR Staff Responsible for Monitoring: campus administrator and teachers Title I: 2.4, 2.6	Formative			Summative
	Sept	Dec	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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 2022 will increase in both literacy and math.

HB3 Goal

Evaluation Data Sources: CLI Engage

Strategy 1 Details	Reviews			
Strategy 1: 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 2 Details	Reviews			
Strategy 2: Utilize Savvas Three Cheers curriculum to ensure PreK program meets TEA's High-Quality expectation. (Curriculum)	Formative			Summative
	Sept	Dec	Feb	June
Strategy 3 Details	Reviews			
Strategy 3: Utilize CLI-Engage assessment to ensure PreK program meets TEA's High-Quality expectation. (Student Progress Monitoring).	Formative			Summative
	Sept	Dec	Feb	June
Strategy 4 Details	Reviews			
Strategy 4: 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 5 Details	Reviews			
Strategy 5: 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) Strategy's Expected Result/Impact: transparency Staff Responsible for Monitoring: campus administrators Title I: 2.5	Formative			Summative
	Sept	Dec	Feb	June





Strategy 6 Details	Reviews			
Strategy 6: Submit CLI assessment data in ECDS to ensure PreK program meets TEA's High-Quality expectation. (Data Reporting) Strategy's Expected Result/Impact: reporting to the state Staff Responsible for Monitoring: Federal programs director, curriculum director, campus principal Title I: 2.4, 2.6	Formative			Summative
	Sept	Dec	Feb	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

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. Strategy's Expected Result/Impact: Improved SAT/ACT/TSI scores	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

Strategy 7 Details	Reviews			
Strategy 7: Analyze capacity and provide additional opportunities for students to complete CTE certifications Strategy's Expected Result/Impact: 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
Strategy 11 Details	Reviews			
Strategy 11: Continue to offer credit recovery to meet the needs of at-risk students and provide targeted instruction. Strategy's Expected Result/Impact: increase graduation rate Title I: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Feb	June
Strategy 12 Details	Reviews			
Strategy 12: Use a community liaison coordinator to assist campuses on researching excessive absences. Strategy's Expected Result/Impact: Improved attendance rate	Formative			Summative
	Sept	Dec	Feb	June
Strategy 13 Details	Reviews			
Strategy 13: Provide teachers rigorous instructional materials Strategy's Expected Result/Impact: Increase students' chances of being successful in postsecondary coursework	Formative			Summative
	Sept	Dec	Feb	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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

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

Performance Objective 1: The turn over percentage in Mathis ISD will decrease from double digits into single digits.





Strategy 1 Details	Reviews			
Strategy 1: Work with Ed Prep alternative certification programs and continue attendance at regional job fairs to recruit teachers. Strategy's Expected Result/Impact: To recruit new teachers to the field in critical/needed areas. Staff Responsible for Monitoring: Human Resources, District/Campus Administration, Curriculum Directors Title I: 2.4, 2.6	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. Strategy's Expected Result/Impact: To provide professional development and support to new teachers. These teachers will feel supported and more successful, therefore, staying in the district. Staff Responsible for Monitoring: District Curriculum Directors	Formative			Summative
	Sept	Dec	Feb	June
Strategy 3 Details	Reviews			
Strategy 3: Continue to offer Longevity Stipend to employees who meet the requirements. Strategy's Expected Result/Impact: Retain district teachers through a monetary incentive. Staff Responsible for Monitoring: District Administration, Chief Financial Officer	Formative			Summative
	Sept	Dec	Feb	June
Strategy 4 Details	Reviews			
Strategy 4: Assess and monitor teacher effectiveness using T-TESS walk throughs, informal classroom observations, and assessment data. Strategy's Expected Result/Impact: Provide on-going feedback and instructional coaching to assist with teacher effectiveness. Accountability for teachers as well as campus administrators. Staff Responsible for Monitoring: Campus administrators, District Curriculum Directors	Formative			Summative
	Sept	Dec	Feb	June
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) Staff Responsible for Monitoring: Campus administration, Curriculum Directors, Human Resource	Formative			Summative
	Sept	Dec	Feb	June

Strategy 6 Details	Reviews			
Strategy 6: Provide professional development for PreK teachers to ensure PreK program meets TEA's High-Quality expectation. (Teacher Qualifications) Staff Responsible for Monitoring: Campus Administration, Curriculum Directors, Human Resources	Formative			Summative
	Sept	Dec	Feb	June
Strategy 7 Details	Reviews			
Strategy 7: Provide professional development and support for administrators and counselors. Strategy's Expected Result/Impact: Retain quality campus leadership. Develop effective leadership to support our teachers and students.	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. Staff Responsible for Monitoring: Campus Administrators, Special Programs Director	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. Strategy's Expected Result/Impact: Effective teachers will drive student success. Teachers who are confident and successful are more likely to stay in the profession. Staff Responsible for Monitoring: District Curriculum Director, Campus Administrators	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
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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, bullying, dealing with death, child abuse, harassment, and dating violence. Title I: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Feb	June

Strategy 6 Details	Reviews			
Strategy 6: Utilize the School Health Advisory Committee (SHAC) to make recommendations to the district's wellness policy. Title I: 4.2	Formative			Summative
	Sept	Dec	Feb	June
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
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

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: Adjust long-range facilities to accommodate changes in increased classroom needs.	Formative			Summative
	Sept	Dec	Feb	June
Strategy 3 Details	Reviews			
Strategy 3: Conduct exterior facilities assessments for all district facilities.	Formative			Summative
	Sept	Dec	Feb	June
Strategy 4 Details	Reviews			
Strategy 4: 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 5 Details	Reviews			
Strategy 5: Continue to implement a succession plan for key staffing positions.	Formative			Summative
	Sept	Dec	Feb	June
Strategy 6 Details	Reviews			
Strategy 6: Implement a system and timeline to regularly evaluate remaining and/or new programs for fidelity and efficiency.	Formative			Summative
	Sept	Dec	Feb	June

Strategy 7 Details	Reviews			
Strategy 7: Promote and ensure a culture of appreciation, support and understanding for all employees.	Formative			Summative
	Sept	Dec	Feb	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

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
		<div><div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div><div></div><div></div></div><div>Discontinue</div></div></div></div></div></div></div>			



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
Strategy 2 Details	Reviews			
Strategy 2: Food service staff development	Formative			Summative
	Sept	Dec	Feb	June
Strategy 3 Details	Reviews			
Strategy 3: Food service data management	Formative			Summative
	Sept	Dec	Feb	June
Strategy 4 Details	Reviews			
Strategy 4: Compliance reporting	Formative			Summative
	Sept	Dec	Feb	June
Strategy 5 Details	Reviews			
Strategy 5: Maintain food service facilities	Formative			Summative
	Sept	Dec	Feb	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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
 No Progress		 Accomplished	 Continue/Modify	 Discontinue	

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 59.478

Brief Description of SCE Services and/or Programs

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Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Angelica Lara-Vidaurre	Teacher	1
Anna Leal	Teacher	1
Araceli Medrano	Campus Support - Teacher Aide	1
Aubrey Adams	Teacher	1
Bernadette Gibson	Campus Support - Library Aide	1
Braydon Maxwell	Admin - Asst. Principal	1
Brenda Alaniz	Teacher	1
Brenda Leal	Campus Counselor	1
Carolina Salinas	Teacher Aide	1
Christie Nitzel	Teacher	1
Christopher Thrash	Band Director	1
Cristina Barrera	Teacher	0.9899
Cynthia Jimenez	Teacher	1
David Garcia	Admin - Asst. Principal	1
Diana Sanchez	Teacher	1
Elizabeth Goldston	Teacher	1
Elizabeth Phillips	Teacher	1
Enedina Deleon	Campus Support - Teacher Aide	1
Erica Paiz Vasquez	Teacher	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ernesto Deluna	Admin - Attendance - Parent Liason	1
Francisco Barrera	Teacher	1
Gail Gutierrez-Wilkins	District Support - Mental Health Counsel	0.5
Heather Anderson	Campus Counselor	1
Isidra Torres	Campus Support - Teacher Aide	1
Israel Garcia	Campus Support - Technology	1
Jaime Garcia	Campus Support - Technology	1
Jennifer Davis	Teacher	1
Jennifer Ramirez	Campus Support - Teacher Aide	1
Jesse Dolin	Admin - Asst. Principal	1
Jessica Reyes	Teacher	1
Joanna Hinojosa	Campus Support - Teacher Aide	1
Jonas Quintanilla	Band Director	1
Jose Avila	Admin- Technology Director	1
Keith Talbert	Teacher	1
Lacy Brauchle	Admin - Curriculum Director	1
Leo Cano	Admin - DAEP Principal	1
Lindsay Romero	Teacher	0.9883
Lydia Perez Martinez	Teacher Aide	1
Margaret Eckhoff	Admin - Asst Principal	1
Maria Bordayo	Campus Support - Teacher Aide	1
Marivel Ortiz	Campus Support - Teacher Aide	1
Mary Del Moral	Teacher Aide	1
Nicole Tucker	Admin - Asst. Principal	1
Ostolia Garcia	Teacher	1
Rebecca Barnes	Teacher Aide	1
Rebecca McDonald	Campus Counselor	1
Robert Gonzalez	Campus Support - Technology	1
Ronnette Guevara	Teacher	1
Rosalinda Guzman	Teacher	1
Ruben Medrano, Jr.	Campus Support - Teacher Aide	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
San Juanita Gonzalez	Teacher	1
Sandra Quinones	Campus Support - Teacher Aide	1
Sofia Gonzales	Teacher	1
Sylvia Benavides	Campus Support - Teacher Aide	1
Tammie Younts	Teacher	1
Thania Zamora	Campus Support - Teacher Aide	1
Vanessa Campuzano	Campus Support - Library Aide	1
Veronica Gutierrez	Admin - Curriculum Director	1
Vonnie Small	Teacher	1
Walter Golding	Campus Support - Technology	1

Addendums

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

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

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

- 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.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

**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

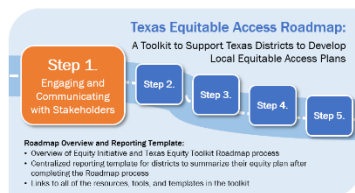
Instructions

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

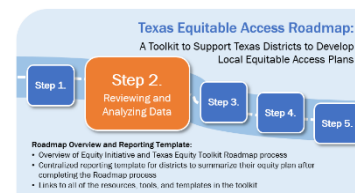
District Name	Mathis I.S.D.
County District Number (CDN)	205904
Date	October 30, 2018
Name/E-mail of District Point Person	Benny P. Hernandez, Superintendent



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](#).

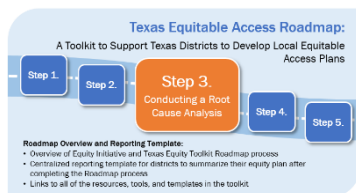
What is your district's definition of effective teaching?

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
<i>Selected data to measure teaching performance:</i>	<i>Selected data to measure student learning</i>	<i>Selected data to measure student engagement:</i>
T-TESS Ratings	MAP RIT Scores STAAR / EOC	Classroom Observations Power Walk Data
<i>Definition of effective teaching using these data</i>	<i>Definition of effective teaching using these data</i>	<i>Definition of effective teaching using these data</i>
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 or above on the learning environment dimension of T-TESS will be considered as having effective teaching practices.

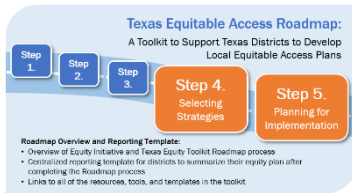
After examining the equity gaps in your district related to student access to effective teaching, what are your conclusions?



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.	<p>We will conduct staff surveys in order to better understand the teaching challenges.</p> <p>Supt. and team will meet with staff to gauge the climate and address concerns as they arise.</p>	<p>We will conduct an analysis of employee service records within the district.</p> <p>We will review the responses as a leadership team and brainstorm possible solutions to address the teaching condition challenges throughout the district.</p>	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)	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 <i>Teacher Effectiveness in the Every Student Succeeds Act: A Discussion Guide</i> (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
	<ul style="list-style-type: none"> Research on within campus inequitable student access to effective teachers—Goldhaber, D., Lavery, L., & Theobald, R. (2014). <i>Uneven playing field? Assessing the inequity of teacher characteristics and measured performance across students</i> (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	<ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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).

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

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

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)	Continu- ously Enrolled	Non- Continu- ously 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%	*

District Name: MATHIS ISD
County Name: SAN PATRICIO
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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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County Name: SAN PATRICIO
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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%

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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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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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			Region		African		American		Pacific	Two or	Special	Special	Continu-	Non-		EL
		State	02	District	American	Hispanic	White	Indian	Asian	Islander	More	Ed	ously	Continu-	Econ	(Current
											Races	(Current)	Enrolled	ously	Disadv	&
												(Former)		Enrolled		Monitored)
At Meets Grade Level or Above	2019	55%	48%	37%	*	36%	50%	-	-	-	*	24%	*	37%	39%	45%
	2018	53%	46%	35%	*	36%	29%	*	-	-	-	25%	*	34%	39%	0%
At Masters Grade Level	2019	33%	26%	20%	*	19%	38%	-	-	-	*	10%	*	19%	17%	27%
	2018	31%	24%	11%	*	12%	7%	*	-	-	-	17%	*	11%	10%	0%

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2019-20 District Progress

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School Progress Domain - Academic Growth Score by Grade and Subject																	
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

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2019-20 District Prior Year and Student Success Initiative

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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)	2019	63%	67%	*	-	*	-	-	-	-	-	*	*	-
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)	2019	24%	21%	15%	-	17%	*	-	-	-	-	0%	17%	-
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
 County Name: SAN PATRICIO
 District Number: 205904

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)
Students Requiring Accelerated Instruction	2019	82%	79%	82%	*	81%	*	-	-	-	-	38%	81%	*
STAAR Cumulative Met Standard	2019	18%	21%	18%	*	19%	*	-	-	-	-	63%	19%	*
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2019	88%	86%	87%	*	87%	*	-	-	-	-	50%	85%	*
	2018	98%	100%	100%	-	100%	*	-	-	-	-	100%	100%	-

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

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

Bilingual Education/English as a Second Language

(Current EL Students)

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

Bilingual Education/English as a Second Language

(Current EL Students)

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

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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)
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 Education Agency
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)													

Texas Education Agency
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)
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)													

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Texas Education Agency
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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)
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
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Texas Education Agency
 Texas Academic Performance Report
 2019-20 District Graduation Profile

	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%

District Name: MATHIS ISD
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TEA | Governance and Accountability | Performance Reporting

District Name: MATHIS ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 District College, Career, and Military Readiness (CCMR)

	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)													
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)													
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)													
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)													
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%	*

Texas Education Agency
Texas Academic Performance Report
2019-20 District CCMR-Related Indicators

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

Texas Education Agency
Texas Academic Performance Report
2019-20 District CCMR-Related Indicators

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

Texas Education Agency
Texas Academic Performance Report
2019-20 District Other Postsecondary Indicators

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)
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%	-

Texas Education Agency
Texas Academic Performance Report
2019-20 District Student Information

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 District Student Information

Student Information	----- Membership -----				----- Enrollment -----			
	----- District -----		----- State -----		----- District -----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	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-		-Special Education Rates-	
	District	State	District	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 -----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	7	0.9%	5,686	0.2%

District Name: MATHIS ISD
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<u>Class Size Information</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
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:		
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

Texas Education Agency
Texas Academic Performance Report
2019-20 District Staff Information

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

Staff Information	District		State	
	Count	Percent	Count	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

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Texas Education Agency
 Texas Academic Performance Report
 2019-20 District Staff Information

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

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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](#)

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

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Note: The following legal provisions address dating violence and sexual harassment. For legal provisions addressing discrimination on the basis of disability, sex, and other protected characteristics, see FB.

Dating Violence

A district shall adopt and implement a dating violence policy to be included in the district improvement plan.

A dating violence policy must:

1. Include a definition of dating violence that includes the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship, as defined by Family Code 71.0021; and
2. Address safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators, counseling for affected students, and awareness education for students and parents.

Education Code 37.083, .0831 [See BQ]

Note: References to Title IX, part, or subpart in the following legal provisions refer to Title IX and its corresponding regulations.

Sexual Harassment

A district may develop and implement a sexual harassment policy to be included in the district improvement plan. *Education Code 37.083 [See BQ]*

Sexual abuse of a student by an employee, when there is a connection between the physical sexual activity and the employee's duties and obligations as a district employee, violates a student's constitutional right to bodily integrity. Sexual abuse may include fondling, sexual assault, or sexual intercourse. *U.S. Const. Amend. 14; Doe v. Taylor Indep. Sch. Dist., 15 F.3d 443 (5th Cir. 1994)*

A district's treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX. *34 C.F.R. 106.45; 20 U.S.C. 1681 [See also FB regarding Title IX]*

Designation of
Title IX Coordinator

A district must designate and authorize at least one employee to coordinate its efforts to comply with its responsibilities under Title IX, which employee must be referred to as the "Title IX Coordinator."

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Parties Entitled to Notice The district must notify applicants for admission and employment, students, parents or legal guardians, employees, and all professional organizations holding professional agreements with the district ("Parties Entitled to Notice") of the name or title, office address, electronic mail address, and telephone number of the employee or employees designated as the Title IX Coordinator.

34 C.F.R. 106.8(a)

Reporting Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during nonbusiness hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator.

Notification of Policy A district must notify the Parties Entitled to Notice, above, that the district does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX not to discriminate in such a manner. The notification must state that the requirement not to discriminate in the education program or activity extends to employment, and that inquiries about the application of Title IX to such district may be referred to the district's Title IX Coordinator, to the assistant secretary for civil rights of the Department of Education, or both.

34 C.F.R. 106.2(d), .8(b)(1)

Publication Requirements A district must prominently display the contact information required to be listed for the Title IX Coordinator and the nondiscrimination policy described at Notification of Policy, above, on its website, if any, and in each handbook that it makes available to the Parties Entitled to Notice, above.

A district must not use or distribute a publication stating that the district treats applicants, students, or employees differently on the basis of sex except as such treatment is permitted by Title IX.

34 C.F.R. 106.8(b)(2)

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Note: To distinguish the process described below from the District's general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District's "Title IX formal complaint process."

Complaint
Procedures

A district must adopt and publish procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX and a Title IX formal complaint process that complies with 34 C.F.R. 106.45 for formal complaints as defined below.

A district must provide notice to the Parties Entitled to Notice, above, of the district's procedures and Title IX formal complaint process, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the district will respond.

The requirements of this provision apply only to sex discrimination occurring against a person in the United States.

34 C.F.R. 106.8(c)–(d)

Response to Sexual
Harassment

Definitions

"Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to a district's Title IX Coordinator or any official of the district who has authority to institute corrective measures on behalf of the district, or to any employee of an elementary and secondary school. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the district with actual knowledge is the respondent. The mere ability or obligation to report sexual harassment or to inform a student about how to report sexual harassment, or having been trained to do so, does not qualify an individual as one who has authority to institute corrective measures on behalf of the district. "Notice" as used in this paragraph includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator.

"Complainant" means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

"Consent" is not defined by the Title IX regulations, nor do the regulations require districts to adopt a particular definition of consent with respect to sexual assault.

"Formal complaint" means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment

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against a respondent and requesting that the district investigate the allegation of sexual harassment. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the district with which the formal complaint is filed. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information required to be listed for the Title IX Coordinator, and by any additional method designated by the district. As used in this paragraph, the phrase “document filed by a complainant” means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the district) that contains the complainant’s physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party to a Title IX formal complaint, and must comply with the requirements of the Title IX formal complaint process, including the informal resolution process.

“Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

“Sexual harassment” means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual’s participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district’s education program or activity; or
3. “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

“Supportive measures” means nondisciplinary, nonpunitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the district’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district’s educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines

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or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or district-provided housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the district to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

34 C.F.R. 106.2, .30(a)

*Deliberate
Indifference*

A district with actual knowledge of sexual harassment in an education program or activity of the district against a person in the United States, must respond promptly in a manner that is not deliberately indifferent. A district is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

*Education
Program or
Activity*

For the purposes of 34 C.F.R. 106.30 [see Definitions, above] and 106.45 [see Process for Title IX Formal Complaint, below], “education program or activity” includes locations, events, or circumstances over which the district exercised substantial control over both the respondent and the context in which the sexual harassment occurs.

34 C.F.R. 106.44(a)

Title IX Coordinator
Response

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant’s wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint. The Title IX Coordinator must respond in this manner with or without a formal complaint. *34 C.F.R. 106.44(b)(1)*

*Supportive
Measures
Required*

A district’s response must treat complainants and respondents equitably by offering supportive measures and by following a process that complies with 34 C.F.R. 106.45 [see Process for Title IX Formal Complaint, below] before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. [For Emergency Removal procedures, see below.]

*Constitutional
Restrictions*

The Department of Education may not deem a district to have satisfied the district’s duty to not be deliberately indifferent under Title

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IX based on the district's restriction of rights protected under the U.S. Constitution, including the First Amendment, Fifth Amendment, and Fourteenth Amendment.

34 C.F.R. 106.44(a)

*Response to a
Formal Complaint*

In response to a formal complaint, a district must follow a process that complies with 34 C.F.R. 106.45 [see Process for Title IX Formal Complaint, below]. *34 C.F.R. 106.44(b)(1)*

*Emergency
Removal*

The Title IX regulations do not preclude a district from removing a respondent from the district's education program or activity on an emergency basis, provided that the district:

1. Undertakes an individualized safety and risk analysis;
2. Determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal; and
3. Provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

34 C.F.R. 106.44(c)

*Administrative
Leave*

The Title IX regulations do not preclude a district from placing a nonstudent employee respondent on administrative leave during the pendency of a Title IX formal complaint. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act. *34 C.F.R. 106.44(d)*

Process for Title IX
Formal Complaint

For the purpose of addressing formal complaints of sexual harassment, a district's process must comply with the following requirements. Any provisions, rules, or practices other than those required by this provision that a district adopts as part of its process for handling formal complaints of sexual harassment must apply equally to both parties. *34 C.F.R. 106.45(b)*

A district's Title IX formal complaint process must:

1. Treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent, and by following a process that complies with the Title IX regulations before the imposition of any disciplinary sanctions or other actions that are not supportive measures

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against a respondent. Remedies must be designed to restore or preserve equal access to the district's education program or activity. Such remedies may include the same individualized services described as supportive measures; however, remedies need not be nondisciplinary or nonpunitive and need not avoid burdening the respondent;

2. Require an objective evaluation of all relevant evidence—including both inculpatory and exculpatory evidence—and provide that credibility determinations may not be based on a person's status as a complainant, respondent, or witness;
3. Require that any individual designated by a district as a Title IX Coordinator, investigator, decision-maker, or any person designated by a district to facilitate an informal resolution process, not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A district must ensure that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receive training on the definition of sexual harassment, the scope of the district's education program or activity, how to conduct an investigation and Title IX formal complaint process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. A district must ensure that decision-makers receive training on any technology to be used at a live hearing, if any, and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant. [See Hearings, below] A district also must ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence. [See Investigation of a Formal Complaint, below] Any materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment;
4. Include a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the Title IX formal complaint process;
5. Include reasonably prompt time frames for conclusion of the Title IX formal complaint process, including reasonably

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prompt time frames for filing and resolving appeals and informal resolution processes if the district offers informal resolution processes, and a process that allows for the temporary delay of the Title IX formal complaint process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities;

6. Describe the range of possible disciplinary sanctions and remedies or list the possible disciplinary sanctions and remedies that the district may implement following any determination of responsibility;
7. State whether the standard of evidence to be used to determine responsibility is the preponderance of the evidence standard or the clear and convincing evidence standard, apply the same standard of evidence for formal complaints against students as for formal complaints against employees, including faculty, and apply the same standard of evidence to all formal complaints of sexual harassment;
8. Include the procedures and permissible bases for the complainant and respondent to appeal;
9. Describe the range of supportive measures available to complainants and respondents; and
10. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

34 C.F.R. 106.45(b)(1)

*Notice of
Allegations*

Upon receipt of a formal complaint, a district must provide the following written notice to the parties who are known:

1. Notice of the district's Title IX formal complaint process, including any informal resolution process.
2. Notice of the allegations of sexual harassment potentially constituting sexual harassment, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include:
 - a. The identities of the parties involved in the incident, if known;

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- b. The conduct allegedly constituting sexual harassment;
and
- c. The date and location of the alleged incident, if known.

The written notice must include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the Title IX formal complaint process. The written notice must inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney and may inspect and review evidence [see Investigation of a Formal Complaint, below]. The written notice must inform the parties of any provision in the district's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the Title IX formal complaint process.

If, in the course of an investigation, the district decides to investigate allegations about the complainant or respondent that are not included in the Notice of Allegations, above, the district must provide notice of the additional allegations to the parties whose identities are known.

34 C.F.R. 106.45(b)(2)

*Dismissal of a
Formal Complaint*

The district must investigate the allegations in a formal complaint. If the conduct alleged in the formal complaint would not constitute sexual harassment even if proved, did not occur in the district's education program or activity, or did not occur against a person in the United States, then the district must dismiss the formal complaint with regard to that conduct for purposes of sexual harassment under Title IX; such a dismissal does not preclude action under another provision of the district's code of conduct.

The district may dismiss the formal complaint or any allegations therein, if at any time during the investigation or hearing: a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein; the respondent is no longer enrolled or employed by the district; or specific circumstances prevent the district from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon a dismissal required or permitted pursuant to 34 C.F.R. 106.45(b)(3), the district must promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties.

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*Consolidation of
Formal
Complaints*

A district may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. Where a Title IX formal complaint process involves more than one complainant or more than one respondent, references in this provision to the singular “party,” “complainant,” or “respondent” include the plural, as applicable.

34 C.F.R. 106.45(b)(3)–(4)

*Investigation of a
Formal Complaint*

When investigating a formal complaint and throughout the Title IX formal complaint process, a district must:

1. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the district and not on the parties provided that the district cannot access, consider, disclose, or otherwise use a party’s records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional’s or paraprofessional’s capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the district obtains that party’s voluntary, written consent to do so for a Title IX formal complaint (if a party is not an “eligible student,” as defined in 34 C.F.R. 99.3 then the district must obtain the voluntary, written consent of a “parent,” as defined in 34 C.F.R. 99.3) [see FL(LEGAL) at Education Records];
2. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
3. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
4. Provide the parties with the same opportunities to have others present during any Title IX formal complaint proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or Title IX formal complaint proceeding; however, the district may establish restrictions regarding

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the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;

5. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
6. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the district does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report, the district must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least ten days to submit a written response, which the investigator will consider prior to completion of the investigative report. The district must make all such evidence subject to the parties' inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination; and
7. Create an investigative report that fairly summarizes relevant evidence and, at least ten days prior to a hearing (if a hearing is required or otherwise provided) or other time of determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

34 C.F.R. 106.45(b)(5)

Hearings

The district's Title IX formal complaint process may, but need not, provide for a hearing. With or without a hearing, after the district has sent the investigative report to the parties pursuant to 34 C.F.R. 106.45(b)(5)(vii) [see Investigation of a Formal Complaint, above] and before reaching a determination regarding responsibility, the decision-maker(s) must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. With or without a hearing, questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior

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sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant. *34 C.F.R. 106.45(b)(6)(ii)*

*Determination
Regarding
Responsibility*

The decision-maker(s), who cannot be the same person(s) as the Title IX Coordinator or the investigator(s), must issue a written determination regarding responsibility. To reach this determination, the district must apply the standard of evidence described at Process for Title IX Formal Complaint, above.

The written determination must include:

1. Identification of the allegations potentially constituting sexual harassment;
2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
3. Findings of fact supporting the determination;
4. Conclusions regarding the application of the district's code of conduct to the facts;
5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's education program or activity will be provided by the district to the complainant; and
6. The district's procedures and permissible bases for the complainant and respondent to appeal.

The district must provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

34 C.F.R. 106.45(b)(7)(i)–(ii)

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*Implementation
of Remedies*

The Title IX Coordinator is responsible for effective implementation of any remedies. *34 C.F.R. 106.45(b)(7)(iv)*

Appeals

A district must offer both parties an appeal from a determination regarding responsibility, and from a district's dismissal of a formal complaint or any allegations therein, on the following bases:

1. Procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

A district may offer an appeal equally to both parties on additional bases.

As to all appeals, the district must:

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;
2. Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;
3. Ensure that the decision-maker(s) for the appeal complies with the standards in the Title IX regulations regarding conflict of interest and bias [see Process for Formal Title IX Complaint, item 3, above];
4. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
5. Issue a written decision describing the result of the appeal and the rationale for the result; and
6. Provide the written decision simultaneously to both parties.

34 C.F.R. 106.45(b)(8)

*Informal
Resolution*

A district may not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment consistent

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with Title IX. Similarly, a district may not require the parties to participate in an informal resolution process and may not offer an informal resolution process unless a formal complaint is filed. However, at any time prior to reaching a determination regarding responsibility the district may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the district:

1. Provides to the parties a written notice disclosing:
 - a. The allegations;
 - b. The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the Title IX formal complaint process with respect to the formal complaint; and
 - c. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
2. Obtains the parties' voluntary, written consent to the informal resolution process; and
3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

34 C.F.R. 106.45(b)(9)

Recordkeeping

A district must maintain for a period of seven years records of:

1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the district's education program or activity;
2. Any appeal and the result therefrom;
3. Any informal resolution and the result therefrom; and
4. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. A district must make these training materials publicly available on its website or if the district does not maintain a website the district must make these materials

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available upon request for inspection by members of the public.

For each response required under Title IX Coordinator Response, above, a district must create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the district must document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the district's education program or activity.

If a district does not provide a complainant with supportive measures, then the district must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the district in the future from providing additional explanations or detailing additional measures taken.

34 C.F.R. 106.45(b)(10)

Retaliation
Prohibited

No district or other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under Title IX.

Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation.

Complaints alleging retaliation may be filed according to the Process for Title IX Formal Complaint above.

The exercise of rights protected under the First Amendment does not constitute retaliation prohibited by Title IX.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a Title IX formal complaint proceeding does not constitute retaliation prohibited by Title IX, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

34 C.F.R. 106.71(a)–(b)

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Confidentiality

The district must keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA) statute, 20 U.S.C. 1232g, or FERPA regulations, 34 C.F.R. Part 99, or as required by law, or to carry out the purposes of 34 C.F.R. Part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder. *34 C.F.R. 106.71(a)*

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Note: This policy addresses discrimination, harassment, and retaliation against District students. For provisions regarding discrimination, harassment, and retaliation against District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

**Statement of
Nondiscrimination**

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Discrimination

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, that adversely affects the student.

Prohibited Conduct

In this policy, the term “prohibited conduct” includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]

**Prohibited
Harassment**

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student’s race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student’s academic performance; or
3. Otherwise adversely affects the student’s educational opportunities.

Prohibited harassment includes dating violence as defined by law and this policy.

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another person’s religious beliefs or

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practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; cyberharassment; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

**Sex-Based
Harassment**

As required by law, the District shall follow the procedures below at Response to Sexual Harassment—Title IX upon a report of sex-based harassment, including sexual harassment, gender-based harassment, and dating violence, when such allegations, if proved, would meet the definition of sexual harassment under Title IX. [See FFH(LEGAL)]

Sexual Harassment
By an Employee

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
 - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
 - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or other inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

By Others

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

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2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, contact, or communications, including electronic communication.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

Gender-Based Harassment

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; cyberharassment; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

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For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

**Reporting
Procedures**

Student Report

Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

Employee Report

Any District employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

Definition of District
Officials

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

*Title IX
Coordinator*

Reports of discrimination based on sex, including sexual harassment, gender-based harassment, or dating violence, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]

*ADA /
Section 504
Coordinator*

Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]

Superintendent

The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.

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**Alternative
Reporting
Procedures**

An individual shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

Timely Reporting

To ensure the District's prompt investigation, reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act.

Notice to Parents

The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.

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

**Investigation of
Reports Other Than
Title IX**

The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, including sexual harassment, gender-based harassment, and dating violence, see the procedures below at Response to Sexual Harassment—Title IX.

The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.

Initial Assessment

Upon receipt or notice of a report, the District official shall determine whether the allegations, if proved, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation.

If the District official determines that the allegations, if proved, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.

Interim Action

If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.

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District Investigation	<p>The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.</p> <p>The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.</p>
Criminal Investigation	<p>If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.</p>
Concluding the Investigation	<p>Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.</p> <p>The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.</p>
<i>Notification of Outcome</i>	<p>Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.</p>
District Action <i>Prohibited Conduct</i>	<p>If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.</p>
Corrective Action	<p>Examples of corrective action may include a training program for those involved in the report, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of</p>

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	areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.
<i>Bullying</i>	If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.
<i>Improper Conduct</i>	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.
Appeal	A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.
Response to Sexual Harassment–Title IX	For purposes of the District's response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).
General Response	<p>When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:</p> <ul style="list-style-type: none">• Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;• Consider the complainant's wishes with respect to supportive measures; and• Explain to the complainant the option and process for filing a formal complaint. <p>The District's response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.</p>

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Title IX Formal
Complaint Process

If a formal complaint is not filed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and the Student Code of Conduct.

To distinguish the process described below from the District's general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District's "Title IX formal complaint process."

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the District's website. In compliance with Title IX regulations, the District's Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;
3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;
4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;
5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;
6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;
8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a dismissal of a Title IX formal complaint or any allegations therein;
9. A description of the supportive measures available to the complainant and respondent;

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10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;
11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and
12. Other local procedures as determined by the Superintendent.

Standard of
Evidence

The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.

Retaliation

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation. The definition of prohibited retaliation under this policy also includes retaliation against a student who refuses to participate in any manner in an investigation under Title IX.

Examples

Examples of retaliation may include threats, intimidation, coercion, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim or offers false statements in a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action in accordance with law.

Records Retention

The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records control schedules, but for no less than the minimum amount of time required by law. [See CPC]

[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]

**Access to Policy and
Procedures**

Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

STUDENT WELFARE
FREEDOM FROM BULLYING

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(LOCAL)

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

**Reporting
Procedures**

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

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Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
District Action	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Discipline</i>	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

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	The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
<i>Corrective Action</i>	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
<i>Transfers</i>	The principal or designee shall refer to FDB for transfer provisions.
<i>Counseling</i>	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
Improper Conduct	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Records Retention	Retention of records shall be in accordance with CPC(LOCAL).
Access to Policy and Procedures	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.