

ACADEMIC EXCELLENCE INDICATOR SYSTEM (AEIS) 2005-2006 REPORT

OUR MISSION

The Tomball Independent School District has provided the context for our improvement efforts through our mission, belief statements, and goals.

Mission Statement

The mission of Tomball Independent School District, as a caring educational community, is to produce life-long learners who successfully compete in a changing global society; this mission is achieved through vision and uncompromising commitment to quality.

Belief Statements

- ◆ We believe that character, convictions, and values are anchored by American democracy, individual freedom, and the right to pursue religious beliefs of choice.
- ◆ We believe that values are essential to the educational process.
- ◆ We believe that each person is unique and of equal worth.
- ◆ We believe that everyone can learn.
- ◆ We believe that all life has value.
- ◆ We believe that success requires commitment to quality.
- ◆ We believe that learning is a life-long process.
- ◆ We believe that growth and development are enhanced by family and individuals who provide love, security, and a sense of belonging.

OUR MISSION

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- ◆ We believe that individuals are responsible for their actions.
- ◆ We believe that a positive self-image is essential to success.
- ◆ We believe that our future is dependent on traditions, knowledge, and the ability to change.

TISD Goals

- ◆ Tomball ISD will promote student achievement and ensure academic success.
- ◆ Tomball ISD will promote a positive district climate.
- ◆ Tomball ISD will retain and recruit quality staff.

OUR STUDENTS

Student enrollment in Tomball ISD was 9,044 for the 2005-2006 school year. The ethnic distribution in 2005-2006 was 71.5 percent Anglo, 18.3 percent Hispanic, 6.7 percent African American, 3.1 percent Asian, and 0.4 percent Native American. The economically disadvantaged population was 19.8 percent and the limited English proficient population was 7.8 percent. The attendance rate for the 2004-2005 school year was 95.8 percent.

OUR RESOURCES

The total adopted tax rate for calendar year 2005 was \$1.710. Property value per pupil was \$363,483. Total revenues per student for all funds are shown at \$8,367. Local taxes (74.2 percent) and other local resources (6.0 percent) made up 80.2

OUR RESOURCES

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percent of total budgeted revenues. State funds provided 15.6 percent of the budget and federal money 4.2 percent.

In 2004-2005, expenditures for instruction (57.0 percent) and instructional related services (3.1 percent) totaled 60.1 percent of operating expenses. Payroll expenses from the general fund represented 85.6 percent of the total expenditures, with other operating costs and capital outlay expenditures representing 13.1 percent and 1.4 percent, respectively.

OUR STRATEGIES

Tomball ISD, like other Texas school districts, must test its students using the Texas Assessment of Knowledge and Skills (TAKS). TAKS tests were redesigned several years ago and the rigorous state assessments are required in grades 3-11. In 2005-2006, Tomball ISD had 98.4 percent of its students participate in state assessments.

We are continually examining the alignment of our instruction to the Texas Essential Knowledge and Skills (TEKS), the state guidelines for curriculum. At the beginning of the 2004-2005 school year, our administrative staff and department chairpersons were trained by consultants from the University of Texas Dana Center in using data analysis to evaluate the effectiveness of the alignment of our curriculum, instruction, and assessment. Later in the fall of the same year, campus administrators and staff identified areas in need of improvement and began to modify their instruction based on these findings. Simultaneously, a research-based template was established for all subjects and grade levels, and curriculum-writing teams for content areas began to meet and revise our curriculum. This process is continuous and represents our efforts to provide a targeted and differentiated instructional focus to meet the needs of all of our students.

In the area of English language arts and reading, the focus of instruction is balanced literacy that provides a foundation in the areas of phonemic awareness, fluency, word work, comprehension, and writing. Through the grade levels, the spiral of skills becomes more complex, and instruction is offered in both whole and small-group settings to accommodate those who require intervention in reading and writing skills as well as those who are reading on grade level and above. In reading, assessment of each student in Grades K-8 occurs each year so that reading targets may be established. In writing, students are all introduced to the basic elements in kindergarten, and in successive years, instruction focuses on the development of each student's ability to craft writing that represents clear communication. Through a system of benchmarking, teachers can determine the English language arts' goals for each student. The district Writing Vertical Team reviews overall student performance and make recommendations for additions and deletions to grade level curriculum documents based on student performance. Each year, the Curriculum Writing Teams review these recommendations and adjust the curriculum, ensuring that differentiation is included so that each student has a path for meeting individual needs. This system of monitoring ensures that methods of instruction are appropriate and relevant for all students.

While the English language arts curriculum focuses on the development of skills through exposure to content, the social studies curriculum focuses on key concepts that will facilitate an understanding of content. At all grade levels, students are introduced to historical, economic, or geographic content that is connected to their own world. Social studies curriculum writing teams have been chosen, and the curriculum at the elementary, intermediate, and junior high level has been updated and re-formatted, and new instructional methods have been implemented. The high school social studies curriculum will be revised during the 2007-2008 school year. New assessment tools are being developed for social studies, as well. A curriculum-based assessment (CBA) has been administered at the eighth grade level to monitor student understanding of the

concepts presented in American history, and additional assessments will be created for other social studies courses in the future.

The mathematics curriculum at Tomball ISD has been revised to reflect the changes in the state's essential knowledge and skills (TEKS). New mathematics TEKS were approved by the state board of education last year and will be tested beginning next year. Curriculum writers from every campus were trained in the new TEKS and met to develop learning plans that addressed them. New curriculum-based assessments (CBAs) were created to include the new TEKS and the results of those CBAs are used to guide the successful instruction of mathematics at Tomball. The Mathematics Textbook Committee will be selecting instructional materials this year to align with the new curriculum. Likewise, curriculum-based assessments have been revised for science. The district conducts these exams to provide data for improving science instruction. Grades five through eight have received new training for science that utilizes the resource *Gateways To Science*. All high school science teachers were trained to use an assessment and instructional database for science. New TEKS related resources for this database are available for use this year.

While each student is an important individual, there are many students with needs that require special programs. These include gifted education, special education, bilingual education, career and technology education and programs for students at-risk. The district carefully monitors the achievement and improvement of each sub-population to insure a challenging program of study for each child.

Tutoring sessions that target the objectives needed by individual students are held after school. Prior to the TAKS test, the district provides for transportation for students who attend the session. Additionally, each campus offers a variety of after-school enrichment activities with transportation

available for students in grades 5-12 throughout the school year.

In addition to monitoring each student's current progress, the district is also committed to preparing students for success in the future. Technology creates a dynamic, interpersonal environment for both teachers and students, playing an important role in all facets of curriculum planning, development, delivery, and assessment. All teachers are expected to effectively integrate technology in the daily work of teaching and learning in all core content curriculum areas. All teachers are offered instructional technology training opportunities and timely support, which focus on enhancing student thinking and problem-solving skills, on developing crucial teaching and learning activities, on evaluating and improving student achievement levels, and on applying vital lifelong learning skills.

While academic development forms the foundation of the district initiative, it is also important to consider each child's emotional development. TISD provides a comprehensive, developmental guidance program that addresses the academic, career and personal/social development of all students. Needs are assessed, and resources are organized to provide services in the four delivery system components. The Guidance Curriculum and Individual Planning System address the needs of all students in grades prekindergarten through twelve. Identified special needs of some students are focused on through the Responsive Services component. The needs of the school system are met through the System Support Component. The community also helps to prepare our students for the future. By providing mentors and offering a variety of partnerships, the community actually becomes part of the district initiative.

The district makes every effort to provide safe schools through school violence prevention and violence intervention policies and procedures which are found in the Student Code of Conduct and policy manuals (*FO Series*) which are available at www.tomballisd.net.

Finally, TISD attributes much of our progress to our excellent faculty and staff who have profited from staff development targeted to the specific needs of the students. The dedication of our teachers and staff is central to student achievement, as we endeavor to assist each child by involving parents in their education, analyzing data, and continuously implementing and updating effective instructional strategies.

OUR RESULTS

- ◆ The 2005-2006 TAKS “met standard” for grades 3-11 are:

ELA/Reading:	91.0 percent
Mathematics:	83.0 percent
Writing:	93.0 percent
Science:	81.0 percent
Social Studies:	93.0 percent
- ◆ The average daily attendance rate was 95.8 percent for 2004-2005, the most recently reported year.
- ◆ The annual four-year dropout rate/Grades 7-12, for 2004-2005, the most recently reported year, was .5 percent.
- ◆ The Safe and Drug Free Schools Data showed:

Student tobacco use	0.35 percent
Student alcohol use	0.10 percent
Student drug use	0.45 percent
Student school assaults	0.18 percent
- ◆ Of the class of 2005, 72.5 percent took a college entrance exam and 36.3 percent scored at or above the criteria (*on the SAT and ACT*).
- ◆ The Texas Success Initiative (TSI) – Higher Education Readiness Component replaced the TAAS/TASP Equivalency acknowledgement. Students may be exempted from taking a test for the TSI if they have a high enough score on their exit-level TAKS tests for mathematics and English language arts. In English language arts 39 percent achieved this level of proficiency. In mathematics 58 percent achieved this level of proficiency.
- ◆ Of the class of 2005, 69.2 percent received the diploma signifying the Recommended High School Program or the Distinguished Achievement Program.
- ◆ The completion rate status for the class of 2005 Grades 9-12, was 88.1 percent.