Not just a district, a destination.

TOMBALL

INDEPENDENT SCHOOL DISTRICT

DISTRICT IMPROVEMENT PLAN
2024-2025

District Name	Tomball Independent School District
TEA District ID	101-921
Superintendent	Martha Salazar-Zamora, Ed.D.
Date of Board Approval	October 15, 2024

At Tomball ISD, we are not a big, impersonal school district; we are a home for people looking for a warm, close-knit community where teachers, principals, staff and administrators truly care about each individual child. We are also a destination for our strong academic programs and a wide variety of extracurricular activities. Our focus is to make sure that every single student finds a place to belong, a passion to pursue and a love of learning that will serve him or her well beyond the years spent with us.

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Dr. Amy Schindewolf
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Dr. George Flores
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Assistant Superintendent of Strategic Initiatives

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Tomball ISD Non-Discrimination Policies

General Policies

Tomball ISD does not discriminate on the basis of race, color, national origin, sex, or disability in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Karen Graves, at 310 South Cherry, Tomball, TX 77375-5595, (281)357-3100, Ext. 2010, karengraves@tomballisd.net

Tomball ISD Board Policy FFH (LOCAL)

The District prohibits discrimination, including harassment, against any student. Discrimination is defined as treating a student or group of students differently from similarly situated students on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. Retaliation against anyone exercising their rights under this policy is a violation of District policy and is prohibited.

Tomball ISD Board Policy DIA (LOCAL)

The District prohibits discrimination, including harassment, against any employee on the basis of race, color, religion, gender, national origin, age, disability, or any other basis prohibited by law that adversely affects the employee's employment.

In accordance with law, discrimination on the basis of sex includes discrimination on the basis of any other prohibited basis related to sex.

Vocational Programs

Tomball ISD offers career and technical education (CTE) programs of study in a variety of fields published in the Tomball ISD Course Catalog along with admission requirements.

It is the policy of Tomball ISD not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities and provides equal access to the Boy Scouts and other designated youth groups as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of Tomball ISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

Tomball ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX Coordinator, Steve Guerrero, at 310 South Cherry, Tomball, TX 77375-5595, (281)357-3100, Ext. 2061, steveguerrero@tomballisd.net; and or the Section 504 Coordinator, Steven Shiels, 11211 F.M. 2920, Tomball, TX 77375, (281)357-3100, Ext. 4111, stevenshiels@tomballisd.net.

Legal Notice

In annual accordance and compliance with chapters 4, 11 and 39 of the Texas Education Code and Tomball ISD Board Policies BQ, BQA, and BQB; each campus principal of all Tomball Independent School District schools has collaborated with the District Improvement Team to analyze data relative to the academic performance of all students including students in special education programs and at-risk students. The data analysis was used as part of a comprehensive needs assessment for the purpose of developing goals and determining strategies to improve student performance and support district and state goals and initiatives. This process aligns with the Texas Effective Schools Framework (ESF). This process and plan satisfy any improvement actions required by the Texas State Accountability Rating System including the Results Driven Accountability (RDA), Data Validation and Verification Monitoring, Data Reporting Compliance, and the state and federal Identification of Schools for Improvement. This process and plan satisfy the federal requirements for campuses and districts under regulation of and/or receiving funding through Titles I, II, III, and IV of the Elementary and Secondary Education Act of 1965, reauthorized in 2015 under the Every Student Succeeds Act (ESSA), and the Individuals with Disabilities Education Act (IDEA) Part B, including the Local Equitable Access Plan required by Title I, Part A Sec. 1112(b)(2). This process and plan satisfy the requirements for the annual comprehensive needs assessment of at-risk students and the development of goals and strategies to improve the academic performance of at-risk students at campuses receiving State Compensatory Education (SCE) funds (TEC, §29.081 TEC, §48.104). The SCE procedures, plans, evaluation, and At-Risk population data is located in the District Improvement Plan (DIP) and school-specific documentation is located in the Campus Improvement Plans (CIP).

The Board shall ensure that a District Improvement Plan and improvement plans for each campus are developed, reviewed, and revised annually for the purpose of improving the performance of all students. The Board shall annually approve District and campus performance objectives and shall ensure that the District and campus plans:

1. Are mutually supportive to accomplish the identified objectives; and
2. At a minimum, support the state goals and objectives under Education Code Chapter 4.

Texas Education Code 11.251(a)

A board shall adopt a policy to establish a district- and campus-level planning and decision-making process that will involve the professional staff of a district, parents of students enrolled in a district, business representatives, and community members in establishing and reviewing the district's and campuses' educational plans, goals, performance objectives, and major classroom instructional programs. *Texas Education Code 11.251(b)*

The District's planning process to improve student performance includes the development of the District's educational goals, the legal requirements for the District and campus improvement plans, all pertinent federal planning requirements, and administrative procedures. The Board shall approve the process under which the educational goals are developed and shall ensure that input is gathered from the District-level committee. [See BQA] *BQ(LOCAL)*

Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan. The purpose of the campus-level plan is to improve student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations.

Texas Education Code 11.253(c)

The district policy must provide that all pertinent federal planning requirements are addressed through the district- and campus-level planning process.

Texas Education Code 11.251(f)

A district that receives Title I, Part A funds shall develop jointly with, agree with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy shall be incorporated into a district plan developed under 20 U.S.C. 6312 [TEA-approved plan to receive Title I funds], establish the district's expectations and objectives for meaningful parent and family involvement, and describe how the district will:

1. Involve parents and family members in jointly developing the district plan, and the development of support and improvement plans under paragraphs (1) and (2) of section 6311(d);
2. Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the district in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
3. Coordinate and integrate parent and family engagement strategies under Title I, Part A with parent and family engagement strategies to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs;
4. Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under Title I, Part A, including identifying:
    a. Barriers to greater participation by parents in activities authorized by section 6318 (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
    b. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
    c. Strategies to support successful school and family interactions;
5. Use the findings of the above evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in section 6318; and
6. Involve parents in the activities of the schools served under Title I, Part A, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

20 U.S.C. 6318(a)(2) [See BQ(LOCAL)]

A district that receives Title I, Part A funds shall develop a district improvement plan that addresses equity 1111(g)(1)(B). The policy shall be incorporated into a district plan developed under 20 U.S.C. 6312 [TEA-approved plan to receive Title I funds], establish the district's expectations and objectives (b) Plan Provisions.

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each local educational agency plan shall describe:

1. How the local educational agency will monitor students' progress in meeting the challenging State academic standards by
    a. developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
    b. identifying students who may be at risk for academic failure;
    c. providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards; and
    d. identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

2. How the local educational agency will identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers;
3. How the local educational agency will carry out its responsibilities under paragraphs (1) and (2) of section 1111(d);
4. The poverty criteria that will be used to select school attendance areas under section 1113;
5. In general, the nature of the programs to be conducted by such agency's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs;

20 U.S.C. 6312 section 1111(g)(1)(B)

A district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to the achievement indicators.

Texas Education Code 11.252(a)

The district improvement plan must include provisions for:

1. A comprehensive needs assessment addressing performance on the achievement indicators, and other appropriate measures of performance, that are disaggregated by all student groups served by a district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs under Education Code Chapter 29, Subchapter A.
2. Measurable district performance objectives for all appropriate achievement indicators for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, and other measures of student performance that may be identified through the comprehensive needs assessment.
3. Strategies for improvement of student performance that include:
    a. Instructional methods for addressing the needs of student groups not achieving their full potential.
    b. Evidence-based practices that address the needs of students for special programs, including:
        i. (1) Suicide prevention programs, in accordance with Health and Safety Code Chapter 161, Subchapter O-1, which includes a parental or guardian notification procedure [see FFB];
        ii. (2) Conflict resolution programs;
        iii. (3) Violence prevention programs; and
        iv. (4) Dyslexia treatment programs.
    c. Dropout reduction.
    d. Integration of technology in instructional and administrative programs.
    e. Positive behavior interventions and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care
    f. Staff development for professional staff of a district.
    g. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.
    h. Accelerated education.
    i. Implementation of a comprehensive school counseling program under Section 33.005
4. Strategies for providing to middle school, junior high school, and high school students, those students' teachers and school counselors, and those students' parents information about:
    a. Higher education admissions and financial aid opportunities such as the TEXAS grant program and the Teach for Texas grant program established under Chapter 56.

b. The need for students to make informed curriculum choices to be prepared for success beyond high school.
c. Sources of information on higher education admissions and financial aid.

5. Resources needed to implement identified strategies.
6. Staff responsible for ensuring the accomplishment of each strategy.
7. Timelines for ongoing monitoring of the implementation of each improvement strategy.
8. Formative evaluation criteria for determining periodically whether strategies are resulting in intended improvement of student performance.
9. The policy under Section 38.0041 addressing sexual abuse and other maltreatment of children; and
10. The trauma-informed care policy required under Section 38.036 which must address
    a. using resources developed by the agency, methods for:
        i. increasing staff and parent awareness of trauma-informed care; and
        ii. implementation of trauma-informed practices and care by district and campus staff; and
    b. available counseling options for students affected by trauma or grief.

Texas Education Code 11.252(a)

11. A discipline management program providing for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying in schools, on school grounds, and in school vehicles.

Texas Education Code 37.083(a)

12. A dating violence policy that must:
    a. 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
    b. a clear statement that dating violence is not tolerated at school; and
    c. reporting procedures and guidelines for students who are victims of dating violence, including a procedure for immediately notifying the parent or guardian of a student about a report received by the district identifying the student as an alleged victim or perpetrator of dating violence; and
    d. 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.
    Texas Education Code 37.0831 [See FFH]

13. An Anti-Bullying policy that must:
    a. include an emphasis on bullying prevention by focusing on school climate and building healthy relationships between students and staff;
    b. require each district campus to establish a committee to address bullying by focusing on prevention efforts and health and wellness initiatives;
    c. require students at each grade level to meet periodically for instruction on building relationships and preventing bullying, including cyberbullying;
    d. include an emphasis on increasing student reporting of bullying incidents to school employees by:
        i. increasing awareness about district reporting procedures; and
        ii. providing for anonymous reporting of bullying incidents;
    e. require districts to:
        i. collect information annually through student surveys on bullying, including cyberbullying; and
        ii. use those survey results to develop action plans to address student concerns regarding bullying, including cyberbullying; and

f. require districts to develop a rubric or checklist to assess an incident of bullying and to determine the district's response to the incident.

14. A policy addressing sexual abuse, sex trafficking, and other maltreatment of children that must address:
    a. methods for increasing staff, student, and parent awareness of issues regarding sexual abuse, sex trafficking, and other maltreatment of children, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim of sexual abuse, sex trafficking, or other maltreatment, using resources developed by the agency or the commissioner regarding those issues, including resources developed by the agency under Section 38.004;
    b. actions that a child who is a victim of sexual abuse, sex trafficking, or other maltreatment should take to obtain assistance and intervention; and
    c. available counseling options for students affected by sexual abuse, sex trafficking, or other maltreatment. *Texas Education Code 38.0041*

A district's plan for the improvement of student performance is not filed with TEA, but the district must make the plan available to TEA on request. *Texas Education Code 11.252(b)*

The district-level committee shall assist the superintendent with the annual development, evaluation, and revision of the district improvement plan. *Texas Education Code 11.252(a)*

Each school district shall use the results from the teaching and learning conditions survey required by Education Code 7.065(a), conducted biennially, to review and revise, as appropriate, the district-level improvement plan, and for other purposes, as appropriate to enhance the district learning environment.

Texas Education Code 7.065(e)

A district-level committee of a district with a junior high, middle, or high school campus shall analyze information related to dropout prevention, including:

1. The results of the audit of dropout records;
2. District information related to graduation rates, dropout rates, high school equivalency certificate rates, and the percentage of students who remain in high school more than four years after entering grade 9;
3. The number of students who enter a high school equivalency certificate program and:
    a. Do not complete the program,
    b. Complete the program but do not take the high school equivalency examination, or
    c. Complete the program and take the high school equivalency examination but do not obtain a high school equivalency certificate;
4. For students enrolled in grades 9 and 10, information related to academic credit hours earned, retention rates, and placements in disciplinary alternative education programs and expulsions under Chapter 37; and
5. The results of an evaluation of each school-based dropout prevention program in a district.

Each district-level committee shall use the information in developing the district improvement plan.

Texas Education Code 11.255

For staff development under Education Code 21.451(a), a district may use district-wide staff development developed and approved through the district-level decision process. *Texas Education Code 21.451(c)*

Staff development shall be predominantly campus-based, related to achieving campus performance objectives, and developed and approved by the campus-level committee.

DMA(LEGAL)

Federal Funds

Supplement, Not Supplant Methodology

County-District #: 101921

LEA Name: Tomball ISD
School Year: 2023-2024

Supplement, Not Supplant (SNS) Methodology

Purpose:
The Supplement, Not Supplant (SNS) Methodology described in this document is used to ensure that State and local funds are distributed in such a way that each Title I campus receives all of the State and local funds that it would receive in the absence of Title I funds.

(1) IN GENERAL –A State educational agency or local educational agency shall use Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.

Tomball ISD has adopted the following policies to assure compliance with regulations regarding Federal funds:
EHBD (LEGAL)
EHBD (LOCAL)

(2) COMPLIANCE. –To demonstrate compliance with paragraph (1), a local educational agency shall demonstrate that the methodology used to allocate State and local funds to each school receiving assistance under this part ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving assistance under this part.

Assurance:
The LEA assures that—

- ☑ any State and local funds that are retained at the LEA level will be used in a Title I neutral manner; and
- ☑ any Title I, Part A funds that are reserved at the LEA level will be used only for Title I, Part A purposes, as indicated in the LEA's approved ESSA Consolidated Federal Grant Application.

As part of Tomball ISD's priority-based budget process, the District uses the following methodology to allocate state and local funds to district and campus programs without regard to participation in the Title I, Part A program.

Distribution by Personnel and Non-personnel Expenditures
(per-personnel position plus per-pupil).

The annual budget process is a major activity in moving the District and its organizational units toward the achievement of strategic goals designed to improve student learning. In essence, the budget process is the translation of the planning process into financial terms and measurements. Tomball ISD focuses on the following priorities when financially planning for the school year:

1. Sustainability of existing staff
2. Hiring need for the projected student enrollment growth
3. Class-reduction teachers for campuses with greatest number of at-risk students
4. Innovative programs

The District prioritizes campus staffing because we understand that providing smaller student-teacher ratios in all classrooms increases student academic achievement. The average student-teacher ratio for Tomball ISD is 16:1 K-12 in comparison to the State's mandated 22:1 for K-4.

It is understood that the LEA must provide sufficient State and local funds to campuses in order to provide a free, public education, in the absence of Title I, Part A funds.

Description of methodology:
The basis on which State and local funds are allocated:

- ☐ DISTRICTWIDE or
- ☑ CAMPUS CATEGORY

The type of methodology used:

- ☑ SIMPLE FLAT AMOUNT PER-PUPIL
- ☐ WEIGHTED PER-PUPIL
- ☐ PERSONNEL-NONPERSONNEL COSTS

Description of criteria used: Tomball ISD (LEA) used a simple per-pupil amount for all campuses in Tomball ISD (LEA). The per-pupil amount is multiplied by the campus enrollment amount to identify the campus allocation for the school year.

Tomball ISD spends approximately 87 percent of general fund expenditures on payroll related expenses.

Attachments:
Annual Budget Budget Book
Annual Comprehensive Financial Report (ACFR)

This methodology was originally developed on September 6, 2018. Dates of any revisions are below:

December 5, 2018	September 23, 2021	October 27, 2022	February 29, 2024
September 30, 2019	May 5, 2022	January 26, 2023	April 11, 2024
October 2, 2020	July 5, 2022	April 13, 2023	May 16, 2024
December 15, 2020	September 22, 2022	May 18, 2023	

Committee dates for 2024-2025 school year:
9/12/24, 9/26/24, 11/21/24, 2/20/25, 5/8/25

Vision, Mission, Goals, and Objectives

State Mission

The mission of the Texas public education system is to ensure that all Texas children have access to a quality education that enables them to achieve their full potential and fully participate now and in the future in the social, economic, and educational opportunities in our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of Texas and for the preservation of the liberties and rights of Texas citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

State Objectives

The objectives of public education are:
Objective 1: Parents will be full partners with educators in the education of their children.
Objective 2: Students will be encouraged and challenged to meet their full educational potential.
Objective 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a diploma.
Objective 4: A well-balanced and appropriate curriculum will be provided to all students. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education.
Objective 5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
Objective 6: Qualified and highly effective personnel will be recruited, developed, and retained.
Objective 7: Texas students will demonstrate exemplary performance in comparison to national and international standards.
Objective 8: School campuses will maintain a safe and disciplined environment conducive to student learning.
Objective 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
Objective 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.
Objective 11: The State Board of Education, TEA, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

State Goals

The academic goals of public education are to serve as a foundation for a well-balanced and appropriate education. The students in the public education system will demonstrate exemplary performance in:

Goal 1: The reading and writing of the English language.
Goal 2: The understanding of mathematics.
Goal 3: The understanding of science.
Goal 4: The understanding of social studies. Education Code 4.001, .002

District Beliefs

1. Students are valuable individuals.
2. Students should be actively engaged.
3. Culture cultivates character and accountability.
4. Safe, supportive environments promote higher achievement.
5. Respecting diversity leads to cultural awareness and a global perspective.
6. Relationships in our classrooms, our schools, and our community are essential.
7. Well-planned, applicable staff development leads to improved instruction.
8. Enthusiastic and effective educators inspire our students.
9. A challenging, well-aligned curriculum fosters individual potential and continuous learning.

District Vision

Tomball ISD students will lead in creating the future.

District Mission

Tomball ISD educates students to become responsible productive citizens by providing innovative, individually rigorous, and personally valuable educational experiences.

District Goals

1. Tomball ISD will develop, continuously enhance and utilize rigorous college, career, and life ready curriculum that is responsive to the needs of individual learners, including students in special education.
2. Tomball ISD will provide multiple sources of high quality academic content that infuses technology in learning experiences and instruction.
3. Tomball ISD will attract, develop and retain high quality staff through a well –defined, personally valuable professional development plan and support structure.
4. Tomball ISD will foster a culture of caring and compassionate educators to provide a supportive learning environment.
5. Tomball ISD will promote academic success by engaging students through real world experiences while cultivating independent thinking and creative problem solving.
6. Tomball ISD will prepare our graduates to succeed in the college/career path of their choice.
7. Tomball ISD will promote an emotionally and physically safe and secure learning environment.
8. Tomball ISD will be fiscally responsible while meeting the educational and facility needs of the students.
9. Tomball ISD will inspire students to develop and exhibit character traits that are reflective of community standards.
10. Tomball ISD will actively engage and involve parents and the community.

District Objectives

All Tomball ISD students will:

1. Achieve academic growth and reach their individual potential.
2. Develop and exhibit positive character traits in all aspects of their lives.
3. Actively seek opportunities beyond the classroom to enhance their educational experiences.
4. Be actively engaged, thinking independently to become creative problem solvers.
5. Be prepared for post-secondary success in the global marketplace. AE(LOCAL)

District Profile

Accreditation

Tomball Independent School District is fully accredited by the Texas Education Agency with no warnings or probationary sanctions for the district nor any campuses.

Tomball ISD Is a Texas Education Agency District of Innovation.

Community

Tomball Independent School District is a highly regarded public school system with a reputation for excellence. It serves over 22,500 students in grades pre-kindergarten through 12 across 24 campuses.

Tomball ISD takes pride in its progressive instructional programs and maintains a strong foundation of guiding principles, beliefs, and a visionary mission of the future.

Tomball ISD encompasses 83 square miles in northwest Harris County and southwest Montgomery County, and is located 30 miles from downtown Houston.

Tomball and its school district are unique because of their heritage, traditions, and hometown appeal. Parents choose Tomball ISD because of the district's unwavering commitment to high student achievement characterized by quality instruction, equality of opportunities and resources, demonstrated results, strong parental involvement and community support. In Tomball ISD, we believe our students are leading in "Creating the Future!"

Instructional Programs

"Value Every Voice and Serve with a Love for Learning"

Curriculum and Instruction Department

Core Values:

- Collaboration
- Intentional Excellence
- Collective Accountability
- Responsive Instruction
- Service

Boulders:

- High Quality Instruction
  - Accessibility
  - Literacy
  - Personalization
- Collaborative Culture
  - Cultivate Collaboration
  - Focus on Learning
  - Focus on Results
- Social and Emotional Learning
  - Relationship Skills
  - Responsible Decision Making
  - Self Awareness
  - Self Management
  - Social Awareness

Gifted Education - Students are served in Kindergarten through Grade 6 through academic learning by teachers that have received specialized training in Gifted and Talented education. Additionally, they receive pull-out services provided by a GT Specialist throughout the week. Students in grades 7-12 are served through academic course options with teachers that have received specialized training in Gifted and Talented education.

Instruction is based on a sequence of specific skills developed through multidisciplinary units. The extent of each unit depends upon the complexity of the subject matter addressed.

Special Education - Federal law requires that students with disabilities receive instruction in the least restrictive environment considered appropriate for their needs Services are individualized to meet student needs, and are developed through an Individual Education Plan (IEP) by an Admission, Review, and Dismissal (ARD) committee. This committee must include a parent or guardian, as parent input is key to student success. Services provided through Tomball ISD include a wide range of supports. When appropriate, services are provided in the general education setting. Some students do require support for portions of the school day in a special education setting. Please see Tomball ISD's Program Descriptors for more information about specific special education programs offered in the district.

Elementary - The curriculum for students of the elementary schools of the Tomball Independent School District meets the standards established by the Texas Education Agency and includes instruction in: art, hand writing, language arts (including spelling), mathematics, music, physical education/health, reading, science, social studies, and technology.

Pre-kindergarten and kindergarten students are in self-contained mixed ability classes for all subjects. Teachers may form "ability group" for reading within the classroom. Librarians and certified art, physical education, and music instructors are employed on each campus.

Intermediate - Three intermediate school campuses (grades 5-6) provide an instructional arrangement uniquely designed for the young adolescent. Interdisciplinary teams of teachers work with student teams in extended blocks of time for the core academic subjects of language arts, mathematics, science, health, and social studies. Study skills, physical education, Spanish and an adolescent life skills class enhance the intermediate school curriculum. Exploratory elective choices include art, band, and choir.

Junior High - Students, grades 7 and 8, in the junior high school program, are enrolled in language arts, mathematics, science and social studies. In addition, they take physical education or athletics and may participate in a variety of electives: band or choir, art, crafts, speech, Spanish, careers and skills for successful living. The school has adopted the Middle School Concept with students divided into four families of approximately 110 students per family. An interdisciplinary team of four teachers (one from each core subject - Math, Science, English, and History) is responsible for an integrated curricular approach to instruction for those students. This promotes relevance, consistency and transfer of knowledge.

High School - Students in grades 9 through 12 take courses in English, mathematics, science and social studies. Electives include the following subject areas: career and technical education courses, journalism, art, band, music, foreign language, speech, theater arts, and humanities. Students in the High School program select one or more graduation endorsements to customize their high school experience to their post-secondary aspirations. High school students have a wide variety of options for participation in athletics and academic programs and competitions sanctioned under the University Interscholastic League (UIL).

Tomball Star Academy
Early College High School (ECHS) / Pathways in Technology Early College High School (PTECH)

Students who attend Tomball Star Academy have the opportunity to complete both a high school diploma and an Associates Degree through a program in partnership with Lone Star College Tomball. Additional certifications in the healthcare industry are available to students who also participate in the PTECH program.

Tomball Connections Academy - Tomball Connections Academy (formerly Tomball Alternative Education Center) is a technology driven Alternative School for Tomball ISD. The Center's Discipline Alternative program is designed to assist "At Risk" students who learn the academic and personal skills that they need to be successful in school and in life.

Fine Arts - Fine Arts instruction is available to all Tomball ISD students - grades K through 12. The fine arts are truly unique in the school curriculum of Texas. All fine arts courses taught in Tomball ISD have rigorous standards set down by the Texas Education Agency. Those standards are known as the Texas Essential Knowledge and Skills or TEKS. That means fine arts courses are as curricular as English, Reading, Algebra or History. But, all our fine arts courses also contain an extra-curricular component. Those extra-curricular events range from spring semester dance contests, to art competitions, to UIL Music contests, to One-Act Play Contests and dozens and dozens of others. So, Tomball Fine Arts students' incredible skills are on display at both "curricular" and "extracurricular" events. Our students learn the value of performing both for a curricular "grade" and an extra-curricular "contest." Only a handful of other activities in Tomball ISD have both an important curricular component and provide extra-curricular competitive opportunities.

Career and Technical Education - Career and technical education programs offer a sequence of courses that provides students with coherent and rigorous content. CTE content is aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions.

Programs for Emergent Bilingual Students - Tomball ISD students whose native language is not English and who are developing fluency in English as an instructional language are provided targeted support through one of two programs.

Dual-language Bilingual Education: Dual Language (DL) students will develop a high academic and linguistic proficiency in two languages by participating in a rigorous academic program that enhances the development of bilingualism, biculturalism, and biliteracy so that students will graduate ready for college, career, and life in a globally competitive economy.

- Students will participate in a rigorous academic program.
- Students will develop a high academic proficiency in two languages.
- Students will develop a high linguistic proficiency in two languages.
- Students will develop positive cross-cultural attitudes.

The Dual Language Program is available at the following campuses: Rosehill Elementary, Canyon Pointe Elementary, Tomball Intermediate and Oakcrest Intermediate

English and a Second Language (ESL): ESL students are served in a general education classroom with a teacher who has a specialized certification in the instruction of Emergent Bilingual students.

Demographics

The following demographics represent the composition of the students and staff for the previous school year (2023-2024 Fall PEIMS) associated with the student performance measures used in the data analysis.

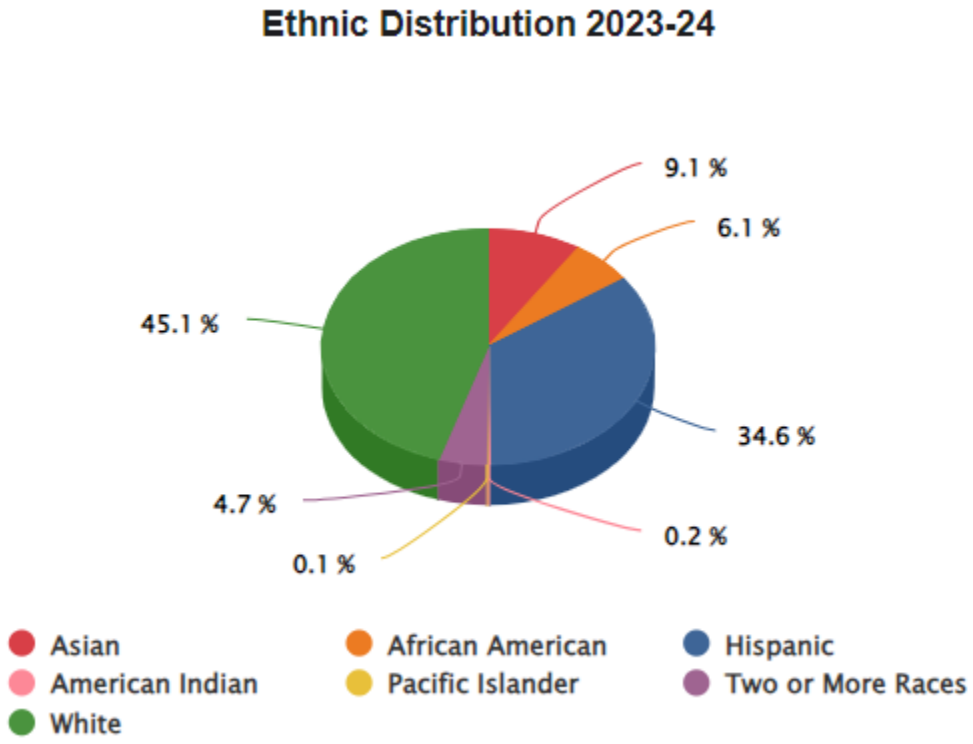
Students

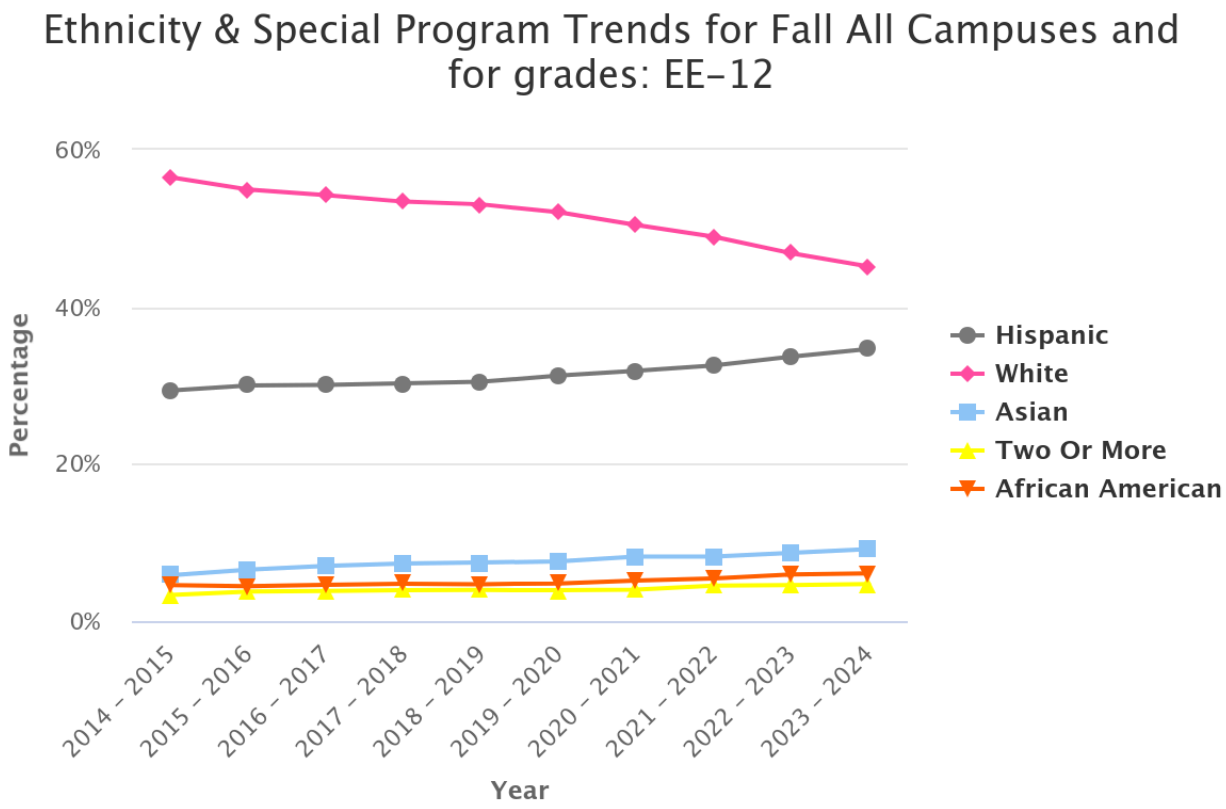
School Population	Count	Percent
Student Total	22,274	**100%**
Early Education Grade	138	0.62%
Pre-Kindergarten Grade	323	1.45%
Kindergarten Grade	1,468	6.59%
1st Grade	1,569	7.04%
2nd Grade	1,724	7.74%
3rd Grade	1,686	7.57%
4th Grade	1,761	7.91%
5th Grade	1,767	7.93%
6th Grade	1,751	7.86%
7th Grade	1,766	7.93%
8th Grade	1,736	7.79%
9th Grade	1,815	8.15%
10th Grade	1,720	7.72%
11th Grade	1,564	7.02%
12th Grade	1,486	6.67%
Not Enrolled on Snapshot (*Notes*)	112	
Student Demographics	Count	Percent
Gender		
Female	10,961	49.21%
Male	11,313	50.79%
Ethnicity		
Hispanic-Latino	7,717	34.65%
Race		
American Indian - Alaskan Native	45	0.20%
Asian	2,038	9.15%
Black - African American	1,356	6.09%
Native Hawaiian - Pacific Islander	13	0.06%
White	10,055	45.14%

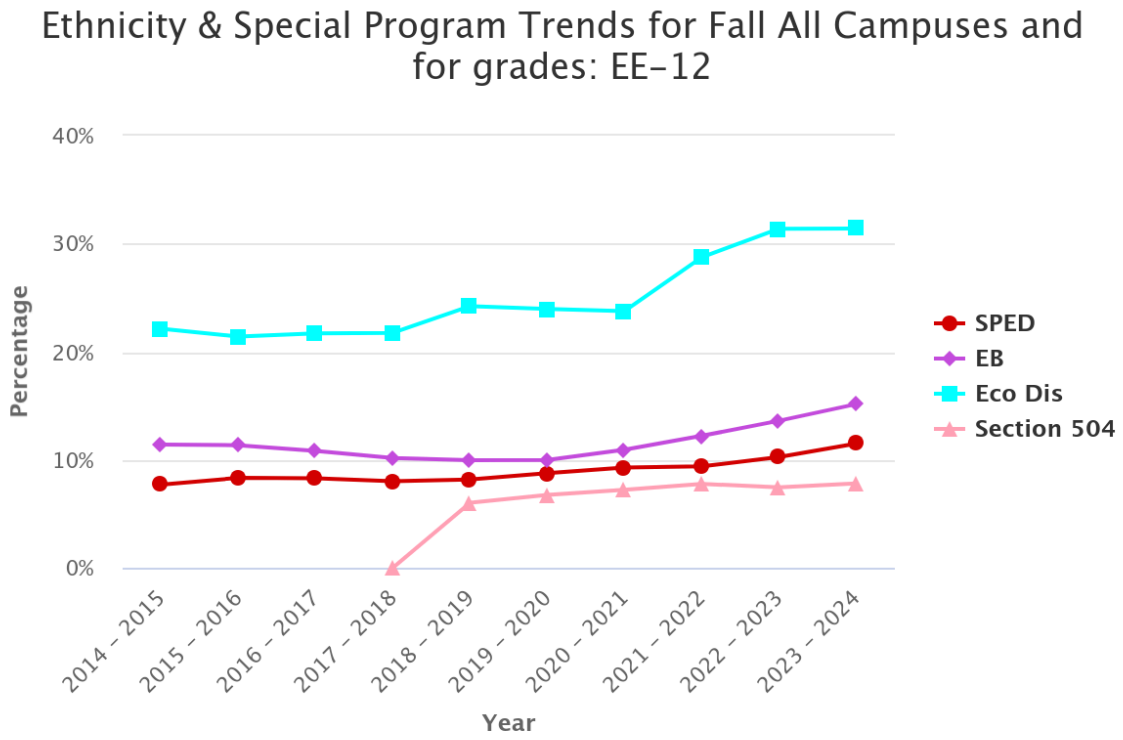
Two-or-More	1,050	4.71%
Student Programs	Count	Percent
Dyslexia	1,266	5.68%
Gifted and Talented	2,452	11.01%
Regional Day School Program for the Deaf	13	0.06%
Section 504	1,740	7.81%
Special Education (SPED)	2,561	11.50%
Bilingual/ESL		
Emergent Bilingual (EB)	3,375	15.15%
Bilingual	1,046	4.70%
English as a Second Language (ESL)	2,361	10.60%
Alternative Bilingual Language Program	24	0.11%
Alternative ESL Language Program	31	0.14%
Title I Part A		
Schoolwide Program	4,111	18.46%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	6	0.03%
Neglected	0	0.00%
Student Indicators	Count	Percent
At-Risk	6,917	31.05%
Foster Care	42	0.19%
IEP Continuer	32	0.14%
Immigrant	991	4.45%
Intervention Indicator	2,641	11.86%
Migrant	0	0.00%
Military Connected	146	0.66%
Transfer In Students	636	2.86%
Unschooled Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	6,996	31.41%
Free Meals	5,232	23.49%
Reduced-Price Meals	842	3.78%
Other Economic Disadvantage	922	4.14%
Homeless and Unaccompanied Youth		
Homeless Status Total	19	0.09%
Shelter	0	0.00%
Doubled Up	13	0.06%

Unsheltered	0	0.00%
Hotel/Motel	6	0.03%
Not Unaccompanied Youth	14	0.06%
Is Unaccompanied Youth	5	0.02%
Special Education Services	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	11	0.43%
Other health impairment	406	15.85%
Auditory impairment	27	1.05%
Visual impairment	22	0.86%
Deaf-Blind	3	0.12%
Intellectual disability	166	6.48%
Emotional disturbance	202	7.89%
Learning disability	869	33.93%
Speech impairment	396	15.46%
Autism	379	14.80%
Developmental delay	0	0.00%
Traumatic brain injury	7	0.27%
Noncategorical early childhood	73	2.85%
Instructional Settings		
Speech Therapy	393	15.35%
Homebound	9	0.35%
Hospital Class	0	0.00%
Mainstream	861	33.62%
Resource Room	894	34.91%
VAC	32	1.25%
Off Home Campus	3	0.12%
State School	0	0.00%
Residential Care	4	0.16%
Self Contained	325	12.69%
Full-Time Early Childhood	38	1.48%
Nonpublic Day School	1	0.04%
College and Career Readiness School Models	Count	Percent
Associate Degree Does not include leavers	0	0.00%
Early College High School (ECHS)	341	1.53%
New Tech	0	0.00%
P-Tech	25	0.11%

T-Stem	0	0.00%
Not Enrolled on Snapshot Information	Count	Percent
As of Status		
Code C	112	100.00%
Total Not Enrolled on Snapshot	112	0.50%
Total Snapshot Enrollment	22,274	99.50%
Total Student Snapshot + Not Enrolled on Snapshot	22,386	100.00%
Staff Information	Count	Percent
Administrative Support	441	14.76%
Teacher	1,450	48.53%
Educational Aide	305	10.21%
Auxiliary	792	26.51%




Ethnicity & Special Program Trends for Fall All Campuses and for grades: EE-12
60%
40%
20%
0%
Percentage
2014 - 2015
2015 - 2016
2016 - 2017
2017 - 2018
2018 - 2019
2019 - 2020
2020 - 2021
2021 - 2022
2022 - 2023
2023 - 2024
Year
Hispanic
White
Asian
Two Or More
African American


Ethnicity & Special Program Trends for Fall All Campuses and for grades: EE-12
40%
30%
20%
10%
0%
Percentage
2014 - 2015
2015 - 2016
2016 - 2017
2017 - 2018
2018 - 2019
2019 - 2020
2020 - 2021
2021 - 2022
2022 - 2023
2023 - 2024
Year
SPED
EB
Eco Dis
Section 504

Staff

Tomball ISD Staff	Snap Shot Count	Asian %	Black or African American %	Hispanic / Latino %	American Indian or Alaska Native %	Native Hawaiian or Other Pacific Islander %	Two or More Races %	White %	Male %	Female %	Retention From Prior Year %	Mobility New to Campus %	Mobility Left Campus %	New to Dist %	Left Dist %
District															
101921 - Tomball ISD	1,450	1.24	3.79	15.79	0.28	0.07	0.97	77.86	16.21	83.79	76.85	NA	NA	22.43	19.81
High Schools															
101921001 - Tomball H S	179	0	6.15	12.29	1.12	0	0.56	79.89	36.31	63.69	81.28	3.5	1.75	19.88	16.95
101921002 - Tomball Memorial H S	187	1.6	3.74	13.9	0	0	2.67	78.07	31.55	68.45	78.08	3.37	1.68	23.59	20.22
101921003 - Tomball J J A E P Campus	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
101921005 - Tomball Star Academy	25	0	8	8	0	0	0	84	36	64	76.92	3.84	0	15.38	23.07
Middle Schools															
101921042 - Tomball J H	63	0	9.52	14.29	0	0	4.76	71.43	22.22	77.78	68.18	3.03	12.12	24.24	19.69
101921043 - Willow Wood J H	57	0	1.75	8.77	0	0	0	89.47	31.58	68.42	75.8	4.83	3.22	11.29	20.96
101921044 - Creekside Park J H	69	1.45	5.8	14.49	0	0	0	78.26	21.74	78.26	75.36	5.79	8.69	18.84	15.94
101921045 - Grand Lakes J H	63	3.17	7.94	15.87	0	0	0	73.02	23.81	76.19	73.52	2.94	5.88	16.17	20.58
Elementary Schools															
101921100 - Early Excellence Academy	18	0	5.56	27.78	0	0	0	66.67	0	100	0	0	0	0	0
101921102 - Decker Prairie EL	50	2	4	10	0	0	0	84	6	94	61.4	1.75	10.52	24.56	28.07
101921103 - Lakewood EL	57	3.51	0	7.02	0	0	0	89.47	3.51	96.49	78.94	5.26	3.5	15.78	17.54
101921104 - Tomball Connections	58	0	1.72	17.24	0	0	0	81.03	24.14	75.86	31.25	62.5	45.83	27.08	22.91
101921105 - Tomball INT	77	1.3	10.39	15.58	0	1.3	1.3	70.13	14.29	85.71	58.22	1.26	8.86	37.97	32.91
101921107 - Willow Creek EL	54	0	0	7.41	0	0	1.85	90.74	1.85	98.15	90.74	3.7	1.85	5.55	7.4
101921108 - Tomball EL	62	0	1.61	9.68	0	0	1.61	87.1	1.61	98.39	76.56	4.68	6.25	15.62	17.18
101921109 - Northpointe INT	54	0	0	11.11	0	0	1.85	87.04	18.52	81.48	70.9	5.45	7.27	21.81	21.81
101921110 - Rosehill EL	59	0	1.69	69.49	0	0	0	28.81	1.69	98.31	63.79	5.17	6.89	32.75	29.31
101921111 - Canyon Pointe EL	57	1.75	1.75	42.11	0	0	0	54.39	5.26	94.74	85.96	0	3.5	14.03	10.52
101921112 - Creekside Forest EL	46	0	0	15.22	2.17	0	0	82.61	0	100	91.11	0	2.22	11.11	6.66
101921113 - Timber Creek EL	64	3.13	1.56	10.94	0	0	0	84.38	4.69	95.31	78.33	1.66	5	26.66	16.66
101921114 - Wildwood EL	60	6.67	1.67	13.33	1.67	0	0	76.67	8.33	91.67	83.33	3.7	3.7	24.07	12.96
101921115 - Creekview EL	62	1.61	3.23	9.68	0	0	1.61	83.87	9.68	90.32	69.35	3.22	3.22	27.41	27.41
101921116 - Oakcrest INT	61	1.64	1.64	14.75	0	0	0	81.97	11.48	88.52	75.4	4.91	9.83	19.67	14.75
101921117 - Grand Oaks EL	66	0	1.52	9.09	0	0	0	89.39	3.03	96.97	71.21	3.03	10.6	25.75	18.18

Districtwide Educational Improvement Council (DEIC)

The DIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the district, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school.

The district-level committee shall assist the superintendent with the annual development, evaluation, and revision of the district improvement plan. The committee shall include representative professional staff, parents of students enrolled in the district, business representatives, and community members.

The Districtwide Educational Improvement Council (DEIC) shall advise the Board or its designee in establishing and reviewing the District's educational goals, objectives, and major Districtwide classroom instructional programs identified by the Board or its designee. The committee shall serve exclusively in an advisory role except that the committee shall approve staff development of a Districtwide nature.

The Superintendent shall be the Board's designee and shall name the chairperson of the committee. The Superintendent shall meet with the committee periodically.

DEIC Membership

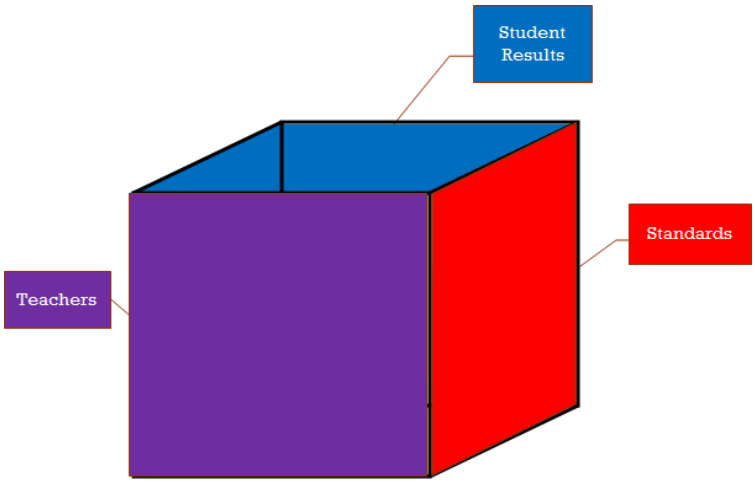
	Campus / Dept Position	DEIC Position	Name	Gr/Dept
1	Canyon Pointe Elementary	Classroom Teacher	Kathryn Gates	Math/ Science Teacher
2	Creekside Forest Elementary	Classroom Teacher	Jennifer Krigbaum	1st gr Teacher
3	Creekside Park JHS	Classroom Teacher	Sarah Carroll	Math
4	Creekview Elementary	Classroom Teacher	Carrie Ray	Reading Specialist
5	Decker Prairie Elementary	Classroom Teacher	Shannon Doyle	Reading Specialist
6	Early Excellence Academy	Classroom Teacher	Sarah Wade	Pre- K
7	Grand Lakes JHS	Classroom Teacher	Jennifer Love	Sci-Teacher
8	Grand Oaks Elementary	Classroom Teacher	Kimberly Varela	ESL Teacher
9	Lakewood Elementary	Classroom Teacher	Sarah McCandless	4th Gr Math/Sci
10	Northpointe Intermediate	Classroom Teacher	Susanne Whitley	Math/ Science
11	Oakcrest Intermediate	Classroom Teacher	Jenna Burrow	Sp Ed Tch
12	Rosehill Elementary	Classroom Teacher	Heidi Hansen	Sp Ed Specialized Supp
13	Timber Creek Elementary	Classroom Teacher	Holly Smith	2nd Grade
14	Tomball Connections Academy	Classroom Teacher	Kris Peyton	TAEC Teacher
15	Tomball Elementary	Classroom Teacher	Stephanie McLennan	4th Gr Teacher
16	Tomball High School (Core)	Classroom Teacher	Melissa Harvey	Soc Studies
17	Tomball High School (Enrichment)	Classroom Teacher	Jason Michaelis	Fine Arts
18	Tomball Intermediate	Classroom Teacher	Shatara White	GT Specialist
19	Tomball JHS	Classroom Teacher	Becca George	Lang Arts Teacher
20	Tomball Memorial HS (Core)	Classroom Teacher	Jennifer Koster	Math
21	Tomball Memorial HS (Enrichment)	Classroom Teacher	Mikala Ortiz	CTE Health Sci

22	Tomball Star Academy	Classroom Teacher	Alex Ager	CTE
23	Wildwood Elementary	Classroom Teacher	Melissa Richards	2nd gr Teacher
24	Willow Creek ES	Classroom Teacher	Brandye Scotton	Specialist
25	Willow Wood JHS	Classroom Teacher	Amber Wal	Math Teacher
26	West Elementary	Classroom Teacher	Sarah Moore	3rd Grade Math
27	Elem Principal of the Year	Campus-Based Non-Classroom Professional	Teresa Sullivan	WCES Principal
28	Secondary Principal	Campus-Based Non-Classroom Professional	Kevin Williams	WWJHS Principal
29	CTE Counselor	Campus-Based Non-Classroom Professional	Tammy Morrow	THS CTE Counselor
30	Counselor	Campus-Based Non-Classroom Professional	Lashelle Nix	TMHS Counselor
31	Academic Specialist	Campus-Based Non-Classroom Professional	Mays Tannous	DPES
32	Chairperson	Non-Campus-based Professional	Dr. Amy Schindewolf	Chief of Staff
33	Fine Arts	Non-Campus-based Professional	Paulette Tomlinson	Director Fine Arts
34	Multilingual	Non-Campus-based Professional	Dr. Paloma Moreno	Director Emergent Bilingual
35	CTE	Non-Campus-based Professional	Karla Sandoval	Director CTE
36	SpEd	Non-Campus-based Professional	Keri Williams	Director SpEd
37	SSO Elementary	Non-Campus-based Professional	Crystal Romero-Mueller	SSO Elementary
38	SSO Secondary	Non-Campus-based Professional	Melissa King-Knowles	SSO Secondary
39	Appointment	Parent	Monica Franco	
40	Appointment	Parent	*TBA*	
41	Appointment	Community Member	*TBA*	
42	Appointment	Community Member	*TBA*	
43	Appointment	Business Representative	*TBA*	
44	Appointment	Business Representative	*TBA*	

DEIC Meeting Dates: 9/12/24, 9/26/24, 11/21/24, 2/20/25, 5/8/25

Data Analysis and Comprehensive Needs Assessment

Data Action is structured around a multidimensional "data cube" which represents the dynamic relationship between all students, teachers, and standards. Data Action starts with an analysis of integrated data sources through which district needs are identified. The District Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the district. The needs are assessed to determine what is the root cause which drives the current results. Lastly, strategies are developed to address those root causes. Action items are detailed to monitor timelines, responsibility, and resources, and a SMART goal is established to measure efficacy.



Sample Integrated Data Sources

Students	Teachers	Standards
STAAR/EOC Results Texas Academic Performance Reports TELPAS results Curriculum- Based Assessments Formative assessments Interim Assessments Student portfolios CLI/STAR Early Literacy Results Results Driven Accountability (RDA) Eduphoria Aware Reports Individual education plans Attendance data Discipline referrals RtI Progress Monitoring reports Report cards Graduation/Dropout rates AP data Dual credit data CCMR Reports SAT/ACT Scores Summary of Major Assessment (SOMA) Framework Panorama Survey Results PEIMS, TPEIR, TAPR, SRC Reports	Student Growth/Progress reports STAAR/EOC Results TTESS domain scores Walk-through data Professional development goals Attendance Retention rates Discipline referrals Lesson Plans Failure rates Grades vs Assessment Results TEKS content knowledge Technology skills Assessment design Participation in collaboratives AP exam participation and results UIL participation and results Growth Analysis Reports Star Renaissance SGA analysis Panorama Survey Results	Assessment item analysis Lead4Ward reports Vertical Alignment Matrices TEKS gaps analysis Tomball ISD Curriculum Lesson plans/Instructional design Most Missed Questions (MMQ's) SAT Analysis Reports AP Analysis Reports PSAT Analysis Reports Summary of Major Assessment (SOMA) Framework

Data from the above listed sources is analyzed at the district and campus level and disaggregated by student populations and special programs. Information on a wide variety of district, campus and student performance is publicly available at: https://tea.texas.gov/reports-and-data

Effective Schools Framework (ESF)

At the core of effective schools is effective instruction: interactions between students, teachers, and content determine learning outcomes. This instructional core is strengthened and supported by effective, well-supported teachers, high-quality curriculum, and positive school culture. Strong school leadership and careful planning encompass and ensure each of these prioritized levers.

The Effective Schools Framework consists of a set of district commitments and, for schools, essential actions. District Commitments describe what local education agencies do to ensure that schools are set up for success. The Essential Actions describe what the most effective schools do to support powerful teaching and learning. The ESF framework is rooted in the continuous improvement process.

ESF Theory of Action

BUILD A COMMON VISION

The Effective Schools Framework builds a common vision with clarity and specificity to codify the best practices that effective Texas schools engage in daily.

ASSESS

Campuses should assess current campus practices to the aspiration language of the Essential Actions in the Effective Schools Framework. This practice will act as a needs assessment to determine strengths and areas of growth. To ensure campuses and districts are appropriately prioritizing the highest leverage actions for continuous improvement efforts, the ESF Diagnostic Process serves as an effective tool to clearly identify strengths and areas of growth through the lens of an unbiased ESF Facilitator.

PRIORITIZE GAPS

Once a campus has assessed their current practices, they will prioritize 2 – 3 Essential Actions to prioritize their focus. Prioritization can be identified through a big gap/small gap analysis to narrow the focus on highest leverage actions that lead to improved systems and student outcomes.

CONNECT WITH CAPACITY BUILDERS

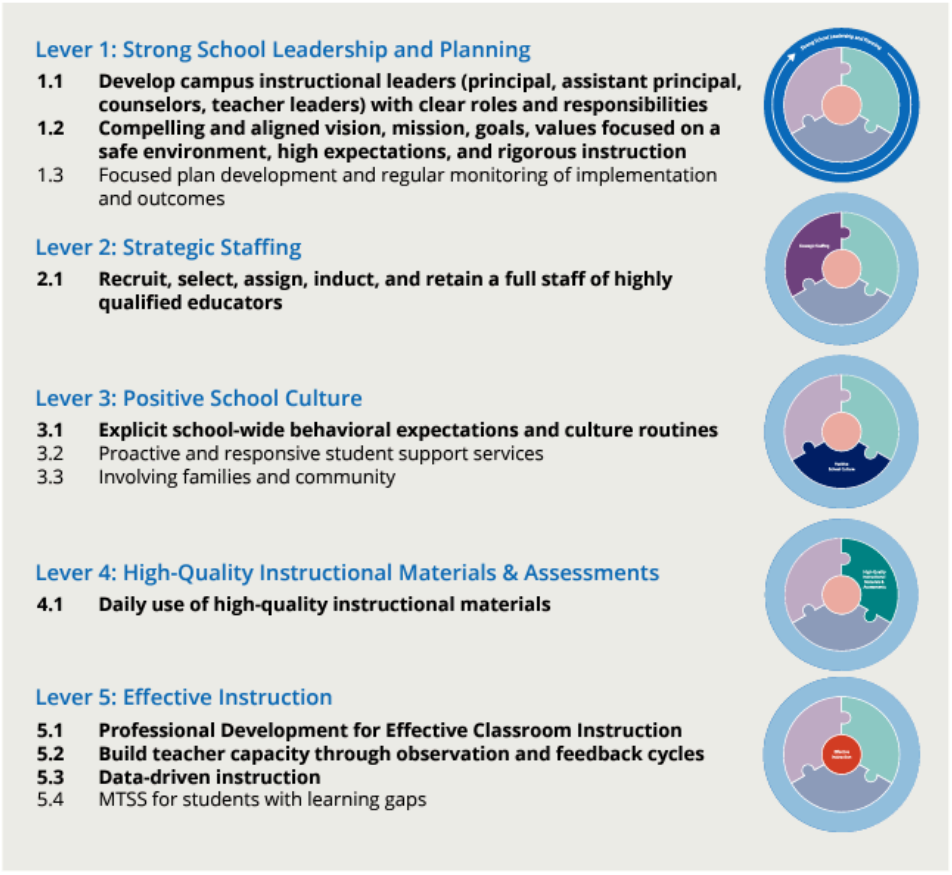
Capacity building is a key part of the school improvement process. Campuses can partner with Vetted Improvement Partners (VIPs) or Education Services Centers (ESCs) who offer services to help improve campus practices and procedures aligned to specific essential actions of the Effective Schools Framework.

TARGETED SUPPORT

Accountability is the foundation to success in any change effort. Districts and campuses should establish an ongoing targeted support plan throughout their continuous improvement efforts.

ESF Levers

	Strong School Leadership and Planning	Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor campus systems and structures that are aligned to a compelling school mission, vision, values, and goals rooted in student achievement.
	Strategic Staffing	Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning and inducting teachers so that all students have access to high-quality educators.
	Positive School Culture	Campus systems support positive school culture through explicit behavioral expectations, school-wide culture routines, proactive and responsive student support services, and involved families and communities.
	High Quality Instructional Materials and Assessments	All students engage daily with TEKS-aligned, high-quality instructional materials, and assessments that support learning at appropriate levels of rigor.
	Effective Instruction	Campus leaders provide teachers with job-embedded professional development, including observation and feedback cycles, and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students.



State A-F Accountability

Detailed district and campus level reports are available publicly at: txschools.gov

At the time of publication, the 2024 A-F Accountability System ratings have not been released.

Texas Education Agency

To the Administrator Addressed

Commissioner Mike Morath

1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • tea.texas.gov

DATE:	**August 14, 2024**
SUBJECT:	**2024 Underlying Accountability Subset Data Available in TEAL**
CATEGORY:	**Performance Reporting**
NEXT STEPS:	**Share with appropriate staff**

The Texas *A–F* accountability system is a tool to help school systems continuously improve student performance to achieve the goals of eliminating achievement gaps based on race, ethnicity and socioeconomic status and ensuring Texas is a national leader in preparing students for success after graduation. The purpose of this communication is to announce that underlying 2024 accountability data was released to school systems today to assist school leaders with internal evaluation of academic performance.

Due to a pending lawsuit, the issuance of 2024 *A-F* ratings and Comprehensive, Targeted and Additional Targeted Support school improvement designations are pending and subject to change based on judicial rulings. Authorized school system users in the TEA Login (TEAL) Accountability application have access to data, reports and downloads that do not include *A-F* ratings or scale scores, nor federal school improvement designations.

- The 2024 Accountability Reports and Data Tables and the 2024 Accountability Data Downloads are now available in TEAL without ratings or scale scores. This includes a data download of the raw component scores for 2023 and 2024.
- The 2024 STAAR, Growth, AEA Retest Growth and EL Student Listings are also available in TEAL. 2024 CCMR Student Listings were posted on August 2, 2024.
- Superintendents who do not have access to TEAL Accountability must request access through the My Application Accounts link under Self Service in TEAL.
- For school systems who have calculated scale scores internally and would like to verify their calculations with the agency, for 2024 or also for 2023 to help internally evaluate progress, please email performance.reporting@tea.texas.gov.

For additional information, visit the TEA's official Performance Reporting webpage, 2024 Accountability System page and the 2024 Accountability Manual page. The data provided to school systems today is based on the methodology in the final rule adopting the 2024 Accountability Manual, posted on May 9, 2024.

For questions or assistance regarding the information in this TAA, please call the Performance Reporting Division at 512-463-9704 or email performance.reporting@tea.texas.gov.

STAAR Results

Texas Education Agency

2024 STAAR Performance

TOMBALL ISD (101921) - HARRIS COUNTY

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
All Subjects									
Percent of Tests									
At Approaches GL Standard or Above	89%	80%	86%	92%	91%	97%	100%	88%	81%
At Meets GL Standard or Above	73%	59%	65%	77%	76%	90%	82%	74%	58%
At Masters GL Standard	40%	26%	32%	43%	29%	64%	42%	40%	24%
Number of Tests									
At Approaches GL Standard or Above	30,410	1,639	10,072	14,328	62	2,950	33	1,326	11,974
At Meets GL Standard or Above	24,764	1,210	7,663	11,956	52	2,747	27	1,109	8,542
At Masters GL Standard	13,454	526	3,708	6,617	20	1,961	14	608	3,604
Total Tests	33,982	2,039	11,740	15,549	68	3,050	33	1,503	14,853
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	90%	82%	86%	93%	90%	97%	100%	90%	80%
At Meets GL Standard or Above	76%	63%	69%	80%	81%	92%	92%	77%	60%
At Masters GL Standard	41%	27%	33%	44%	29%	65%	50%	43%	25%
Number of Tests									
At Approaches GL Standard or Above	12,464	680	4,153	5,848	28	1,199	12	544	4,948
At Meets GL Standard or Above	10,567	522	3,322	5,080	25	1,139	11	468	3,681
At Masters GL Standard	5,721	227	1,614	2,795	9	809	6	261	1,522
Total Tests	13,863	828	4,836	6,312	31	1,238	12	606	6,160
Mathematics									
Percent of Tests									
At Approaches GL Standard or Above	89%	79%	86%	91%	91%	97%	100%	85%	80%
At Meets GL Standard or Above	71%	56%	64%	75%	77%	91%	92%	69%	57%
At Masters GL Standard	38%	25%	30%	40%	32%	67%	58%	38%	25%
Number of Tests									
At Approaches GL Standard or Above	10,393	541	3,481	4,860	20	1,029	12	450	4,223
At Meets GL Standard or Above	8,324	384	2,605	3,979	17	961	11	367	2,996

At Masters GL Standard	4,438	169	1,201	2,146	7	707	7	201	1,298
Total Tests	11,704	685	4,065	5,331	22	1,059	12	530	5,251
Science									
Percent of Tests									
At Approaches GL Standard or Above	90%	78%	86%	93%	100%	95%	100%	91%	81%
At Meets GL Standard or Above	69%	55%	60%	74%	67%	87%	60%	73%	53%
At Masters GL Standard	34%	19%	26%	37%	17%	56%	20%	35%	18%
Number of Tests									
At Approaches GL Standard or Above	4,665	247	1,498	2,245	12	445	5	213	1,782
At Meets GL Standard or Above	3,590	174	1,041	1,789	8	404	3	171	1,164
At Masters GL Standard	1,765	59	454	906	2	262	1	81	401
Total Tests	5,196	318	1,744	2,417	12	466	5	234	2,189
Social Studies									
Percent of Tests									
At Approaches GL Standard or Above	90%	82%	86%	92%	67%	97%	100%	89%	81%
At Meets GL Standard or Above	71%	63%	63%	74%	67%	85%	50%	77%	56%
At Masters GL Standard	48%	34%	40%	52%	67%	64%	0%	49%	31%
Number of Tests									
At Approaches GL Standard or Above	2,888	171	940	1,375	2	277	4	119	1,021
At Meets GL Standard or Above	2,283	130	695	1,108	2	243	2	103	701
At Masters GL Standard	1,530	71	439	770	2	183	0	65	383
Total Tests	3,219	208	1,095	1,489	3	287	4	133	1,253
Total Tests	3,219	208	1,095	1,489	3	287	4	133	1,253

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Combined Summary Report
Grade 3 Reading Language Arts

Report Date: JULY 2024
Date of Testing: SPRING 2024

District: 101-921 TOMBALL ISD

Legend --- = No Data Reported For Fewer Than Five Students		STAAR			STAAR SPANISH			TOTAL		
		Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches	
			#	%		#	%		#	%
All Students		1594	1432	90	91	61	67	1685	1493	89
Male		822	725	88	42	23	55	864	748	87
Female		772	707	92	49	38	78	821	745	91
No Information Provided		0	---	---	0	---	---	0	---	---
Hispanic/Latino		546	479	88	88	60	68	634	539	85
American Indian or Alaska Native		2	---	---	2	---	---	4	---	---
Asian		152	148	97	0	---	---	152	148	97
Black or African American		89	73	82	0	---	---	89	73	82
Native Hawaiian or Other Pacific Islander		1	---	---	0	---	---	1	---	---
White		721	661	92	1	---	---	722	661	92
Two or More Races		82	68	83	0	---	---	82	68	83
No Information Provided		1	---	---	0	---	---	1	---	---
Economically Disadvantaged	*Yes*	485	391	81	79	51	65	564	442	78
	No	1109	1041	94	12	10	83	1121	1051	94
	No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	*Participants*	409	345	84	41	21	51	450	366	81
	Nonparticipants	1185	1087	92	50	40	80	1235	1127	91
	No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	*Yes*	0	---	---	0	---	---	0	---	---
	No	1593	1432	90	91	61	67	1684	1493	89
	No Information Provided	1	---	---	0	---	---	1	---	---
Identified as Emergent Bilingual/English Learner		244	209	86	91	61	67	335	270	81
Monitored 1st Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 2nd Year, reclassified from EB/EL		38	38	100	0	---	---	38	38	100
Monitored 3rd Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 4th Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Former EB/EL (Post Monitoring)		0	---	---	0	---	---	0	---	---
Non-Emergent Bilingual/Non-English Learner		1311	1185	90	0	---	---	1311	1185	90
No Information Provided		1	---	---	0	---	---	1	---	---
Bilingual	*Participants*	83	74	89	90	60	67	173	134	77
	Nonparticipants	1510	1358	90	1	---	---	1511	1359	90
	No Information Provided	1	---	---	0	---	---	1	---	---
ESL	*Participants*	190	164	86	0	---	---	190	164	86
	Nonparticipants	1403	1268	90	91	61	67	1494	1329	89
	No Information Provided	1	---	---	0	---	---	1	---	---
Special Education	*Yes*	234	130	56	16	5	31	250	135	54
	No	1359	1302	96	75	56	75	1434	1358	95
	No Information Provided	1	---	---	0	---	---	1	---	---
Section 504	*Yes*	94	79	84	0	---	---	94	79	84
	No	1499	1353	90	91	61	67	1590	1414	89
	No Information Provided	1	---	---	0	---	---	1	---	---
Gifted/Talented	*Participants*	225	224	100	3	---	---	228	227	100
	Nonparticipants	1369	1208	88	88	58	66	1457	1266	87
	No Information Provided	0	---	---	0	---	---	0	---	---
At-Risk	*Yes*	450	343	76	90	60	67	540	403	75
	No	1144	1089	95	1	---	---	1145	1090	95
	No Information Provided	0	---	---	0	---	---	0	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 3 Mathematics

Report Date: JULY 2024
Date of Testing: SPRING 2024

District: 101-921 TOMBALL ISD

Legend --- = No Data Reported For Fewer Than Five Students		STAAR			STAAR SPANISH			TOTAL		
		Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches	
			#	%		#	%		#	%
All Students		1661	1409	85	21	16	76	1682	1425	85
Male		857	736	86	10	7	70	867	743	86
Female		804	673	84	11	9	82	815	682	84
No Information Provided		0	---	---	0	---	---	0	---	---
Hispanic/Latino		611	491	80	20	16	80	631	507	80
American Indian or Alaska Native		4	---	---	0	---	---	4	---	---
Asian		152	146	96	0	---	---	152	146	96
Black or African American		89	64	72	0	---	---	89	64	72
Native Hawaiian or Other Pacific Islander		1	---	---	0	---	---	1	---	---
White		720	642	89	1	---	---	721	642	89
Two or More Races		83	61	73	0	---	---	83	61	73
No Information Provided		1	---	---	0	---	---	1	---	---
Economically Disadvantaged	*Yes*	543	385	71	19	14	74	562	399	71
	No	1118	1024	92	2	---	---	1120	1026	92
	No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	*Participants*	445	314	71	4	---	---	449	316	70
	Nonparticipants	1216	1095	90	17	14	82	1233	1109	90
	No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	*Yes*	0	---	---	0	---	---	0	---	---
	No	1660	1409	85	21	16	76	1681	1425	85
	No Information Provided	1	---	---	0	---	---	1	---	---
Identified as Emergent Bilingual/English Learner		311	241	77	21	16	76	332	257	77
Monitored 1st Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 2nd Year, reclassified from EB/EL		38	37	97	0	---	---	38	37	97
Monitored 3rd Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 4th Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Former EB/EL (Post Monitoring)		0	---	---	0	---	---	0	---	---
Non-Emergent Bilingual/Non-English Learner		1311	1131	86	0	---	---	1311	1131	86
No Information Provided		1	---	---	0	---	---	1	---	---
Bilingual	*Participants*	151	103	68	20	15	75	171	118	69
	Nonparticipants	1509	1306	87	1	---	---	1510	1307	87
	No Information Provided	1	---	---	0	---	---	1	---	---
ESL	*Participants*	189	163	86	0	---	---	189	163	86
	Nonparticipants	1471	1246	85	21	16	76	1492	1262	85
	No Information Provided	1	---	---	0	---	---	1	---	---
Special Education	*Yes*	251	135	54	1	---	---	252	135	54
	No	1409	1274	90	20	16	80	1429	1290	90
	No Information Provided	1	---	---	0	---	---	1	---	---
Section 504	*Yes*	93	76	82	0	---	---	93	76	82
	No	1567	1333	85	21	16	76	1588	1349	85
	No Information Provided	1	---	---	0	---	---	1	---	---
Gifted/Talented	*Participants*	228	228	100	0	---	---	228	228	100
	Nonparticipants	1433	1181	82	21	16	76	1454	1197	82
	No Information Provided	0	---	---	0	---	---	0	---	---
At-Risk	*Yes*	517	358	69	20	15	75	537	373	69
	No	1144	1051	92	1	---	---	1145	1052	92
	No Information Provided	0	---	---	0	---	---	0	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Combined Summary Report
Grade 4 Reading Language Arts

Report Date: JULY 2024
Date of Testing: SPRING 2024

District: 101-921 TOMBALL ISD

Legend --- = No Data Reported For Fewer Than Five Students		STAAR			STAAR SPANISH			TOTAL		
		Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches	
			#	%		#	%		#	%
All Students		1693	1576	93	63	35	56	1756	1611	92
Male		867	803	93	32	16	50	899	819	91
Female		826	773	94	31	19	61	857	792	92
No Information Provided		0	---	---	0	---	---	0	---	---
Hispanic/Latino		566	511	90	62	35	56	628	546	87
American Indian or Alaska Native		4	---	---	1	---	---	5	4	80
Asian		166	164	99	0	---	---	166	164	99
Black or African American		101	86	85	0	---	---	101	86	85
Native Hawaiian or Other Pacific Islander		0	---	---	0	---	---	0	---	---
White		780	744	95	0	---	---	780	744	95
Two or More Races		75	66	88	0	---	---	75	66	88
No Information Provided		1	---	---	0	---	---	1	---	---
Economically Disadvantaged	*Yes*	490	429	88	51	27	53	541	456	84
	No	1203	1147	95	12	8	67	1215	1155	95
	No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	*Participants*	444	401	90	32	10	31	476	411	86
	Nonparticipants	1249	1175	94	31	25	81	1280	1200	94
	No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	*Yes*	0	---	---	0	---	---	0	---	---
	No	1693	1576	93	63	35	56	1756	1611	92
	No Information Provided	0	---	---	0	---	---	0	---	---
Identified as Emergent Bilingual/English Learner		256	234	91	63	35	56	319	269	84
Monitored 1st Year, reclassified from EB/EL		6	6	100	0	---	---	6	6	100
Monitored 2nd Year, reclassified from EB/EL		8	8	100	0	---	---	8	8	100
Monitored 3rd Year, reclassified from EB/EL		23	23	100	0	---	---	23	23	100
Monitored 4th Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Former EB/EL (Post Monitoring)		0	---	---	0	---	---	0	---	---
Non-Emergent Bilingual/Non-English Learner		1400	1305	93	0	---	---	1400	1305	93
No Information Provided		0	---	---	0	---	---	0	---	---
Bilingual	*Participants*	72	66	92	63	35	56	135	101	75
	Nonparticipants	1621	1510	93	0	---	---	1621	1510	93
	No Information Provided	0	---	---	0	---	---	0	---	---
ESL	*Participants*	204	190	93	0	---	---	204	190	93
	Nonparticipants	1489	1386	93	63	35	56	1552	1421	92
	No Information Provided	0	---	---	0	---	---	0	---	---
Special Education	*Yes*	255	175	69	15	1	7	270	176	65
	No	1438	1401	97	48	34	71	1486	1435	97
	No Information Provided	0	---	---	0	---	---	0	---	---
Section 504	*Yes*	139	132	95	0	---	---	139	132	95
	No	1554	1444	93	63	35	56	1617	1479	91
	No Information Provided	0	---	---	0	---	---	0	---	---
Gifted/Talented	*Participants*	244	244	100	0	---	---	244	244	100
	Nonparticipants	1449	1332	92	63	35	56	1512	1367	90
	No Information Provided	0	---	---	0	---	---	0	---	---
At-Risk	*Yes*	464	385	83	63	35	56	527	420	80
	No	1229	1191	97	0	---	---	1229	1191	97
	No Information Provided	0	---	---	0	---	---	0	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 4 Mathematics

Report Date: JULY 2024
Date of Testing: SPRING 2024

District: 101-921 TOMBALL ISD

Legend --- = No Data Reported For Fewer Than Five Students		STAAR			STAAR SPANISH			TOTAL		
		Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches	
			#	%		#	%		#	%
All Students		1746	1510	86	16	10	63	1762	1520	86
Male		893	781	87	9	8	89	902	789	87
Female		853	729	85	7	2	29	860	731	85
No Information Provided		0	---	---	0	---	---	0	---	---
Hispanic/Latino		612	502	82	16	10	63	628	512	82
American Indian or Alaska Native		5	4	80	0	---	---	5	4	80
Asian		166	162	98	0	---	---	166	162	98
Black or African American		102	72	71	0	---	---	102	72	71
Native Hawaiian or Other Pacific Islander		0	---	---	0	---	---	0	---	---
White		784	713	91	0	---	---	784	713	91
Two or More Races		76	56	74	0	---	---	76	56	74
No Information Provided		1	---	---	0	---	---	1	---	---
Economically Disadvantaged	*Yes*	530	398	75	12	7	58	542	405	75
	No	1216	1112	91	4	---	---	1220	1115	91
	No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	*Participants*	474	382	81	4	---	---	478	382	80
	Nonparticipants	1272	1128	89	12	10	83	1284	1138	89
	No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	*Yes*	0	---	---	0	---	---	0	---	---
	No	1746	1510	86	16	10	63	1762	1520	86
	No Information Provided	0	---	---	0	---	---	0	---	---
Identified as Emergent Bilingual/English Learner		304	248	82	16	10	63	320	258	81
Monitored 1st Year, reclassified from EB/EL		6	6	100	0	---	---	6	6	100
Monitored 2nd Year, reclassified from EB/EL		8	8	100	0	---	---	8	8	100
Monitored 3rd Year, reclassified from EB/EL		23	23	100	0	---	---	23	23	100
Monitored 4th Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Former EB/EL (Post Monitoring)		0	---	---	0	---	---	0	---	---
Non-Emergent Bilingual/Non-English Learner		1405	1225	87	0	---	---	1405	1225	87
No Information Provided		0	---	---	0	---	---	0	---	---
Bilingual	*Participants*	120	92	77	16	10	63	136	102	75
	Nonparticipants	1626	1418	87	0	---	---	1626	1418	87
	No Information Provided	0	---	---	0	---	---	0	---	---
ESL	*Participants*	205	177	86	0	---	---	205	177	86
	Nonparticipants	1541	1333	87	16	10	63	1557	1343	86
	No Information Provided	0	---	---	0	---	---	0	---	---
Special Education	*Yes*	271	150	55	1	---	---	272	151	56
	No	1475	1360	92	15	9	60	1490	1369	92
	No Information Provided	0	---	---	0	---	---	0	---	---
Section 504	*Yes*	139	119	86	0	---	---	139	119	86
	No	1607	1391	87	16	10	63	1623	1401	86
	No Information Provided	0	---	---	0	---	---	0	---	---
Gifted/Talented	*Participants*	246	246	100	0	---	---	246	246	100
	Nonparticipants	1500	1264	84	16	10	63	1516	1274	84
	No Information Provided	0	---	---	0	---	---	0	---	---
At-Risk	*Yes*	513	369	72	16	10	63	529	379	72
	No	1233	1141	93	0	---	---	1233	1141	93
	No Information Provided	0	---	---	0	---	---	0	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Combined Summary Report
Grade 5 Reading Language Arts

Report Date: JULY 2024
Date of Testing: SPRING 2024

District: 101-921 TOMBALL ISD

Legend --- = No Data Reported For Fewer Than Five Students		STAAR			STAAR SPANISH			TOTAL		
		Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches	
			#	%		#	%		#	%
All Students		1714	1555	91	59	40	68	1773	1595	90
Male		849	763	90	33	17	52	882	780	88
Female		865	792	92	25	22	88	890	814	91
No Information Provided		0	---	---	1	---	---	1	---	---
Hispanic/Latino		557	492	88	57	38	67	614	530	86
American Indian or Alaska Native		7	7	100	0	---	---	7	7	100
Asian		163	156	96	0	---	---	163	156	96
Black or African American		107	91	85	0	---	---	107	91	85
Native Hawaiian or Other Pacific Islander		0	---	---	0	---	---	0	---	---
White		805	740	92	1	---	---	806	741	92
Two or More Races		75	69	92	0	---	---	75	69	92
No Information Provided		0	---	---	1	---	---	1	---	---
Economically Disadvantaged	*Yes*	467	387	83	47	32	68	514	419	82
	No	1247	1168	94	11	7	64	1258	1175	93
	No Information Provided	0	---	---	1	---	---	1	---	---
Title I, Part A	*Participants*	521	437	84	30	20	67	551	457	83
	Nonparticipants	1193	1118	94	28	19	68	1221	1137	93
	No Information Provided	0	---	---	1	---	---	1	---	---
Migrant	*Yes*	0	---	---	0	---	---	0	---	---
	No	1714	1555	91	58	39	67	1772	1594	90
	No Information Provided	0	---	---	1	---	---	1	---	---
Identified as Emergent Bilingual/English Learner		216	190	88	57	39	68	273	229	84
Monitored 1st Year, reclassified from EB/EL		19	19	100	0	---	---	19	19	100
Monitored 2nd Year, reclassified from EB/EL		16	16	100	0	---	---	16	16	100
Monitored 3rd Year, reclassified from EB/EL		2	---	---	0	---	---	2	---	---
Monitored 4th Year, reclassified from EB/EL		34	34	100	0	---	---	34	34	100
Former EB/EL (Post Monitoring)		0	---	---	0	---	---	0	---	---
Non-Emergent Bilingual/Non-English Learner		1427	1294	91	1	---	---	1428	1294	91
No Information Provided		0	---	---	1	---	---	1	---	---
Bilingual	*Participants*	37	33	89	57	39	68	94	72	77
	Nonparticipants	1677	1522	91	1	---	---	1678	1522	91
	No Information Provided	0	---	---	1	---	---	1	---	---
ESL	*Participants*	165	146	88	0	---	---	165	146	88
	Nonparticipants	1549	1409	91	58	39	67	1607	1448	90
	No Information Provided	0	---	---	1	---	---	1	---	---
Special Education	*Yes*	220	122	55	12	4	33	232	126	54
	No	1494	1433	96	46	35	76	1540	1468	95
	No Information Provided	0	---	---	1	---	---	1	---	---
Section 504	*Yes*	166	146	88	0	---	---	166	146	88
	No	1548	1409	91	58	39	67	1606	1448	90
	No Information Provided	0	---	---	1	---	---	1	---	---
Gifted/Talented	*Participants*	265	265	100	0	---	---	265	265	100
	Nonparticipants	1449	1290	89	58	39	67	1507	1329	88
	No Information Provided	0	---	---	1	---	---	1	---	---
At-Risk	*Yes*	440	325	74	54	37	69	494	362	73
	No	1274	1230	97	4	---	---	1278	1232	96
	No Information Provided	0	---	---	1	---	---	1	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 5 Mathematics

Report Date: JULY 2024
Date of Testing: SPRING 2024

District: 101-921 TOMBALL ISD

Legend --- = No Data Reported For Fewer Than Five Students		STAAR			STAAR SPANISH			TOTAL		
		Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches	
			#	%		#	%		#	%
All Students		1752	1568	89	23	15	65	1775	1583	89
Male		870	774	89	14	9	64	884	783	89
Female		882	794	90	8	6	75	890	800	90
No Information Provided		0	---	---	1	---	---	1	---	---
Hispanic/Latino		595	523	88	21	14	67	616	537	87
American Indian or Alaska Native		7	7	100	0	---	---	7	7	100
Asian		163	159	98	0	---	---	163	159	98
Black or African American		107	79	74	0	---	---	107	79	74
Native Hawaiian or Other Pacific Islander		0	---	---	0	---	---	0	---	---
White		805	734	91	1	---	---	806	735	91
Two or More Races		75	66	88	0	---	---	75	66	88
No Information Provided		0	---	---	1	---	---	1	---	---
Economically Disadvantaged	*Yes*	500	407	81	15	12	80	515	419	81
	No	1252	1161	93	7	3	43	1259	1164	92
	No Information Provided	0	---	---	1	---	---	1	---	---
Title I, Part A	*Participants*	550	438	80	3	---	---	553	440	80
	Nonparticipants	1202	1130	94	19	13	68	1221	1143	94
	No Information Provided	0	---	---	1	---	---	1	---	---
Migrant	*Yes*	0	---	---	0	---	---	0	---	---
	No	1752	1568	89	22	15	68	1774	1583	89
	No Information Provided	0	---	---	1	---	---	1	---	---
Identified as Emergent Bilingual/English Learner		253	228	90	21	15	71	274	243	89
Monitored 1st Year, reclassified from EB/EL		19	19	100	0	---	---	19	19	100
Monitored 2nd Year, reclassified from EB/EL		16	16	100	0	---	---	16	16	100
Monitored 3rd Year, reclassified from EB/EL		2	---	---	0	---	---	2	---	---
Monitored 4th Year, reclassified from EB/EL		34	34	100	0	---	---	34	34	100
Former EB/EL (Post Monitoring)		0	---	---	0	---	---	0	---	---
Non-Emergent Bilingual/Non-English Learner		1428	1269	89	1	---	---	1429	1269	89
No Information Provided		0	---	---	1	---	---	1	---	---
Bilingual	*Participants*	74	66	89	21	15	71	95	81	85
	Nonparticipants	1678	1502	90	1	---	---	1679	1502	89
	No Information Provided	0	---	---	1	---	---	1	---	---
ESL	*Participants*	165	150	91	0	---	---	165	150	91
	Nonparticipants	1587	1418	89	22	15	68	1609	1433	89
	No Information Provided	0	---	---	1	---	---	1	---	---
Special Education	*Yes*	230	137	60	2	---	---	232	138	59
	No	1522	1431	94	20	14	70	1542	1445	94
	No Information Provided	0	---	---	1	---	---	1	---	---
Section 504	*Yes*	165	140	85	0	---	---	165	140	85
	No	1587	1428	90	22	15	68	1609	1443	90
	No Information Provided	0	---	---	1	---	---	1	---	---
Gifted/Talented	*Participants*	265	264	100	0	---	---	265	264	100
	Nonparticipants	1487	1304	88	22	15	68	1509	1319	87
	No Information Provided	0	---	---	1	---	---	1	---	---
At-Risk	*Yes*	475	349	73	19	15	79	494	364	74
	No	1277	1219	95	3	---	---	1280	1219	95
	No Information Provided	0	---	---	1	---	---	1	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 5 Science

Report Date: JULY 2024
Date of Testing: SPRING 2024

District: 101-921 TOMBALL ISD

Legend --- = No Data Reported For Fewer Than Five Students		STAAR			STAAR SPANISH			TOTAL		
		Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches	
			#	%		#	%		#	%
All Students		1752	1445	82	19	5	26	1771	1450	82
Male		868	726	84	14	4	29	882	730	83
Female		884	719	81	4	---	---	888	720	81
No Information Provided		0	---	---	1	---	---	1	---	---
Hispanic/Latino		598	457	76	17	4	24	615	461	75
American Indian or Alaska Native		7	7	100	0	---	---	7	7	100
Asian		163	150	92	0	---	---	163	150	92
Black or African American		106	72	68	0	---	---	106	72	68
Native Hawaiian or Other Pacific Islander		0	---	---	0	---	---	0	---	---
White		803	696	87	1	---	---	804	697	87
Two or More Races		75	63	84	0	---	---	75	63	84
No Information Provided		0	---	---	1	---	---	1	---	---
Economically Disadvantaged	*Yes*	504	351	70	11	4	36	515	355	69
	No	1248	1094	88	7	1	14	1255	1095	87
	No Information Provided	0	---	---	1	---	---	1	---	---
Title I, Part A	*Participants*	549	410	75	4	---	---	553	412	75
	Nonparticipants	1203	1035	86	14	3	21	1217	1038	85
	No Information Provided	0	---	---	1	---	---	1	---	---
Migrant	*Yes*	0	---	---	0	---	---	0	---	---
	No	1752	1445	82	18	5	28	1770	1450	82
	No Information Provided	0	---	---	1	---	---	1	---	---
Identified as Emergent Bilingual/English Learner		255	180	71	17	5	29	272	185	68
Monitored 1st Year, reclassified from EB/EL		19	19	100	0	---	---	19	19	100
Monitored 2nd Year, reclassified from EB/EL		16	16	100	0	---	---	16	16	100
Monitored 3rd Year, reclassified from EB/EL		2	---	---	0	---	---	2	---	---
Monitored 4th Year, reclassified from EB/EL		34	34	100	0	---	---	34	34	100
Former EB/EL (Post Monitoring)		0	---	---	0	---	---	0	---	---
Non-Emergent Bilingual/Non-English Learner		1426	1194	84	1	---	---	1427	1194	84
No Information Provided		0	---	---	1	---	---	1	---	---
Bilingual	*Participants*	78	44	56	17	5	29	95	49	52
	Nonparticipants	1674	1401	84	1	---	---	1675	1401	84
	No Information Provided	0	---	---	1	---	---	1	---	---
ESL	*Participants*	163	127	78	0	---	---	163	127	78
	Nonparticipants	1589	1318	83	18	5	28	1607	1323	82
	No Information Provided	0	---	---	1	---	---	1	---	---
Special Education	*Yes*	230	108	47	2	---	---	232	109	47
	No	1522	1337	88	16	4	25	1538	1341	87
	No Information Provided	0	---	---	1	---	---	1	---	---
Section 504	*Yes*	165	128	78	0	---	---	165	128	78
	No	1587	1317	83	18	5	28	1605	1322	82
	No Information Provided	0	---	---	1	---	---	1	---	---
Gifted/Talented	*Participants*	265	265	100	0	---	---	265	265	100
	Nonparticipants	1487	1180	79	18	5	28	1505	1185	79
	No Information Provided	0	---	---	1	---	---	1	---	---
At-Risk	*Yes*	477	286	60	15	5	33	492	291	59
	No	1275	1159	91	3	---	---	1278	1159	91
	No Information Provided	0	---	---	1	---	---	1	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 6 Reading Language Arts

Report Date: JULY 2024
Date of Testing: SPRING 2024

District: 101-921 TOMBALL ISD

Administration Summary	Number	Percent
Students Tested	1754	99
Students Not Tested		
Absent	8	0
Other	1	0
Total Documents Submitted	1763	100

Legend
--- = No Data Reported For Fewer Than Five Students

	Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category 1 Reading: Number of Points Possible 28; Avg. # of Points		Results for Each Reporting Category 2 Writing: Number of Points Possible 28; Avg. # of Points	
			#	%	#	%	#	%	#	%	#	%	#	%
All Students	1754	1726	179	10	1575	90	1364	78	814	46	18.2	65	18.1	65
Male	882	1715	103	12	779	88	668	76	377	43	17.9	64	17.4	62
Female	871	1739	76	9	795	91	696	80	437	50	18.5	66	18.7	67
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	603	1691	95	16	508	84	417	69	223	37	17.0	61	16.4	59
American Indian or Alaska Native	2	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	174	1828	8	5	166	95	161	93	123	71	20.8	74	22.0	79
Black or African American	104	1692	20	19	84	81	66	63	40	38	16.7	60	16.1	57
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---
White	795	1735	52	7	743	93	657	83	389	49	18.7	67	18.7	67
Two or More Races	75	1741	4	5	71	95	62	83	38	51	19.1	68	18.5	66
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged: Yes	518	1660	100	19	418	81	322	62	137	26	16.0	57	15.0	54
Economically Disadvantaged: No	1235	1754	79	6	1156	94	1042	84	677	55	19.2	68	19.4	69
Economically Disadvantaged: No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A: Participants	510	1680	79	15	431	85	366	72	169	33	16.8	60	16.2	58
Title I, Part A: Nonparticipants	1243	1746	100	8	1143	92	998	80	645	52	18.8	67	18.8	67
Title I, Part A: No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant: Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant: No	1753	1727	179	10	1574	90	1364	78	814	46	18.2	65	18.1	65
Migrant: No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner	263	1635	65	25	198	75	145	55	58	22	14.8	53	14.1	50
Monitored 1st Year, reclassified from EB/EL	28	1790	0	0	28	100	28	100	20	71	20.6	74	21.4	77
Monitored 2nd Year, reclassified from EB/EL	9	1774	0	0	9	100	9	100	5	56	19.7	70	21.6	77
Monitored 3rd Year, reclassified from EB/EL	4	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	3	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	46	1846	0	0	46	100	44	96	34	74	21.5	77	22.8	82
Non-Emergent Bilingual/Non-English Learner	1400	1738	114	8	1286	92	1131	81	691	49	18.7	67	18.5	66
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual: Participants	89	1594	33	37	56	63	37	42	12	13	13.0	47	12.4	44
Bilingual: Nonparticipants	1664	1734	146	9	1518	91	1327	80	802	48	18.5	66	18.4	66
Bilingual: No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL: Participants	163	1656	31	19	132	81	102	63	44	27	15.7	56	15.1	54
ESL: Nonparticipants	1590	1734	148	9	1442	91	1262	79	770	48	18.5	66	18.4	66
ESL: No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education: Yes	190	1544	88	46	102	54	59	31	13	7	12.2	43	9.9	35
Special Education: No	1563	1749	91	6	1472	94	1305	83	801	51	19.0	68	19.1	68
Special Education: No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504: Yes	188	1674	21	11	167	89	125	66	51	27	16.6	59	15.9	57
Section 504: No	1565	1733	158	10	1407	90	1239	79	763	49	18.4	66	18.3	65
Section 504: No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented: Participants	288	1897	0	0	288	100	287	100	272	94	22.9	82	24.8	89
Gifted/Talented: Nonparticipants	1465	1693	179	12	1286	88	1077	74	542	37	17.3	62	16.7	60
Gifted/Talented: No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk: Yes	546	1619	146	27	400	73	278	51	104	19	14.6	52	13.3	48
At-Risk: No	1207	1775	33	3	1174	97	1086	90	710	59	19.9	71	20.2	72
At-Risk: No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 6 Mathematics

Report Date: JULY 2024
Date of Testing: SPRING 2024

District: 101-921 TOMBALL ISD

Administration Summary	Number	Percent
Students Tested	1760	100
Students Not Tested		
Absent	3	0
Other	0	0
Total Documents Submitted	1763	100

Legend
--- = No Data Reported For Fewer Than Five Students

	Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
											1		2		3		4	
											Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy	
											Number of Points Possible							
											11		15		7		10	
											Avg. # of Points / % Achieved							
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	1760	1831	193	11	1567	89	1179	67	612	35	7.1	64	10.4	69	3.9	56	6.5	65
Male	884	1850	92	10	792	90	623	70	346	39	7.5	68	10.6	71	4.0	58	6.7	67
Female	875	1813	101	12	774	88	556	64	266	30	6.7	61	10.2	68	3.8	54	6.4	64
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	604	1788	89	15	515	85	345	57	152	25	6.4	58	9.6	64	3.6	51	6.0	60
American Indian or Alaska Native	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	174	1999	3	2	171	98	157	90	120	69	9.0	82	12.9	86	5.2	74	8.0	80
Black or African American	106	1776	28	26	78	74	52	49	24	23	6.3	57	8.7	58	3.3	47	5.5	55
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	797	1836	64	8	733	92	573	72	287	36	7.3	66	10.7	71	3.9	56	6.7	67
Two or More Races	76	1823	9	12	67	88	51	67	28	37	7.0	64	10.4	70	3.8	54	6.7	67
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged *Yes*	519	1759	108	21	411	79	259	50	105	20	6.1	56	8.7	58	3.3	48	5.6	56
No	1240	1862	85	7	1155	93	920	74	507	41	7.5	68	11.1	74	4.1	59	6.9	69
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A *Participants*	513	1795	83	16	430	84	290	57	146	28	6.8	62	9.3	62	3.6	51	6.1	61
Nonparticipants	1246	1847	110	9	1136	91	889	71	466	37	7.2	65	10.8	72	4.0	58	6.7	67
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant *Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	1759	1832	193	11	1566	89	1179	67	612	35	7.1	64	10.4	69	3.9	56	6.5	65
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner	261	1766	46	18	215	82	133	51	52	20	6.0	55	9.0	60	3.5	50	5.6	56
Monitored 1st Year, reclassified from EB/EL	29	1870	0	0	29	100	25	86	10	34	7.7	70	11.6	77	4.4	63	7.1	71
Monitored 2nd Year, reclassified from EB/EL	9	1920	0	0	9	100	8	89	5	56	8.1	74	12.9	86	4.7	67	7.3	73
Monitored 3rd Year, reclassified from EB/EL	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	46	2002	2	4	44	96	39	85	32	70	9.0	81	12.7	84	5.1	73	8.1	81
Non-Emergent Bilingual/Non-English Learner	1407	1836	145	10	1262	90	967	69	508	36	7.2	65	10.5	70	3.9	56	6.6	66
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual *Participants*	88	1720	23	26	65	74	32	36	15	17	5.4	49	7.5	50	3.1	45	5.3	53
Nonparticipants	1671	1837	170	10	1501	90	1147	69	597	36	7.2	65	10.5	70	3.9	56	6.6	66
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL *Participants*	162	1789	22	14	140	86	93	57	35	22	6.3	57	9.7	65	3.7	52	5.7	57
Nonparticipants	1597	1836	171	11	1426	89	1086	68	577	36	7.1	65	10.5	70	3.9	56	6.6	66
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education *Yes*	190	1657	81	43	109	57	39	21	13	7	4.6	42	6.4	42	2.5	35	4.2	42
No	1569	1853	112	7	1457	93	1140	73	599	38	7.4	67	10.9	72	4.1	58	6.8	68
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 *Yes*	188	1780	19	10	169	90	109	58	44	23	6.5	59	9.6	64	3.5	50	6.0	60
No	1571	1838	174	11	1397	89	1070	68	568	36	7.1	65	10.5	70	3.9	56	6.6	66
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented *Participants*	289	2066	0	0	289	100	288	100	257	89	9.8	89	14.1	94	5.6	81	8.8	88
Nonparticipants	1470	1785	193	13	1277	87	891	61	355	24	6.5	59	9.6	64	3.6	51	6.1	61
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk *Yes*	547	1722	144	26	403	74	212	39	75	14	5.5	50	7.9	53	3.1	44	5.1	51
No	1212	1881	49	4	1163	96	967	80	537	44	7.8	71	11.5	77	4.3	61	7.2	72
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 7 Reading Language Arts

Report Date: JULY 2024
Date of Testing: SPRING 2024

District: 101-921 TOMBALL ISD

Administration Summary	Number	Percent
Students Tested	1740	100
Students Not Tested		
Absent	5	0
Other	2	0
Total Documents Submitted	1747	100

Legend
--- = No Data Reported For Fewer Than Five Students

	Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category			
											1		2	
											Reading		Writing	
											Number of Points Possible			
											28		28	
											Avg. # of Points / % Achieved			
			#	%	#	%	#	%	#	%	#	%	#	%
All Students	1740	1755	211	12	1529	88	1273	73	857	49	18.7	67	19.8	71
Male	877	1734	120	14	757	86	612	70	389	44	18.4	66	18.9	68
Female	863	1776	91	11	772	89	661	77	468	54	19.0	68	20.8	74
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	614	1726	110	18	504	82	407	66	264	43	17.8	64	18.5	66
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	149	1858	5	3	144	97	136	91	111	74	21.5	77	23.4	83
Black or African American	110	1695	24	22	86	78	65	59	33	30	17.0	61	17.0	61
Native Hawaiian or Other Pacific Islander	3	---	---	---	---	---	---	---	---	---	---	---	---	---
White	786	1767	62	8	724	92	608	77	409	52	19.0	68	20.6	74
Two or More Races	74	1762	7	9	67	91	53	72	37	50	19.2	69	19.7	70
No Information Provided	4	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged — Yes	561	1679	130	23	431	77	306	55	163	29	16.5	59	16.7	60
Economically Disadvantaged — No	1179	1791	81	7	1098	93	967	82	694	59	19.7	70	21.3	76
Economically Disadvantaged — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — Participants	459	1692	100	22	359	78	266	58	145	32	16.6	59	17.4	62
Title I, Part A — Nonparticipants	1281	1778	111	9	1170	91	1007	79	712	56	19.4	69	20.7	74
Title I, Part A — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — No	1737	1756	208	12	1529	88	1273	73	857	49	18.7	67	19.9	71
Migrant — No Information Provided	3	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner	262	1652	78	30	184	70	131	50	60	23	15.6	56	15.5	55
Monitored 1st Year, reclassified from EB/EL	18	1893	0	0	18	100	18	100	17	94	22.1	79	25.5	91
Monitored 2nd Year, reclassified from EB/EL	17	1845	0	0	17	100	16	94	12	71	21.4	76	23.3	83
Monitored 3rd Year, reclassified from EB/EL	7	1900	0	0	7	100	7	100	7	100	22.6	81	25.7	92
Monitored 4th Year, reclassified from EB/EL	13	1904	0	0	13	100	13	100	12	92	22.2	79	26.0	93
Former EB/EL (Post Monitoring)	56	1907	0	0	56	100	55	98	50	89	22.9	82	24.7	88
Non-Emergent Bilingual/Non-English Learner	1365	1764	131	10	1234	90	1033	76	699	51	19.0	68	20.3	72
No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Nonparticipants	1737	1756	208	12	1529	88	1273	73	857	49	18.7	67	19.9	71
Bilingual — No Information Provided	3	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL — Participants	255	1652	76	30	179	70	127	50	58	23	15.6	56	15.5	55
ESL — Nonparticipants	1483	1773	133	9	1350	91	1146	77	799	54	19.2	69	20.6	74
ESL — No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education — Yes	167	1556	87	52	80	48	42	25	19	11	12.7	45	11.6	41
Special Education — No	1570	1777	121	8	1449	92	1231	78	838	53	19.3	69	20.7	74
Special Education — No Information Provided	3	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 — Yes	207	1706	32	15	175	85	124	60	66	32	17.5	62	17.6	63
Section 504 — No	1530	1762	176	12	1354	88	1149	75	791	52	18.9	67	20.2	72
Section 504 — No Information Provided	3	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented — Participants	241	1916	0	0	241	100	233	97	215	89	23.1	82	25.0	89
Gifted/Talented — Nonparticipants	1499	1729	211	14	1288	86	1040	69	642	43	18.0	64	19.0	68
Gifted/Talented — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk — Yes	504	1647	157	31	347	69	236	47	113	22	15.4	55	15.4	55
At-Risk — No	1236	1799	54	4	1182	96	1037	84	744	60	20.0	72	21.6	77
At-Risk — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 7 Mathematics

Report Date: JULY 2024
Date of Testing: SPRING 2024

District: 101-921 TOMBALL ISD

Administration Summary	Number	Percent
Students Tested	1562	99
Students Not Tested		
Absent	10	1
Other	1	0
Total Documents Submitted	1573	100

Legend
--- = No Data Reported For Fewer Than Five Students

	Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
											1		2		3		4	
											Probability and Numerical Representations		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy	
											Number of Points Possible							
											6		20		11		9	
											Avg. # of Points / % Achieved							
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	1562	1838	374	24	1188	76	898	57	333	21	3.5	58	11.9	59	6.4	58	6.5	72
Male	786	1850	165	21	621	79	496	63	177	23	3.6	60	12.3	62	6.6	60	6.6	74
Female	776	1826	209	27	567	73	402	52	156	20	3.3	56	11.4	57	6.2	56	6.3	70
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	580	1818	168	29	412	71	298	51	100	17	3.2	54	11.2	56	6.1	56	6.3	70
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	100	1929	12	12	88	88	77	77	41	41	4.0	67	14.4	72	7.6	69	7.3	81
Black or African American	102	1750	41	40	61	60	35	34	8	8	2.9	49	9.4	47	4.9	45	5.6	62
Native Hawaiian or Other Pacific Islander	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	705	1857	134	19	571	81	448	64	170	24	3.7	61	12.5	62	6.7	61	6.6	74
Two or More Races	68	1820	16	24	52	76	36	53	12	18	3.4	57	11.5	58	6.1	56	6.4	71
No Information Provided	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged — Yes	542	1778	208	38	334	62	221	41	69	13	3.0	50	10.2	51	5.4	50	5.9	65
Economically Disadvantaged — No	1020	1870	166	16	854	84	677	66	264	26	3.7	62	12.8	64	6.9	63	6.8	76
Economically Disadvantaged — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — Participants	429	1767	174	41	255	59	165	38	42	10	2.9	48	10.0	50	5.2	47	5.8	64
Title I, Part A — Nonparticipants	1133	1865	200	18	933	82	733	65	291	26	3.7	62	12.6	63	6.8	62	6.7	75
Title I, Part A — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — No	1559	1839	371	24	1188	76	898	58	333	21	3.5	58	11.9	59	6.4	58	6.5	72
Migrant — No Information Provided	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner	258	1780	98	38	160	62	111	43	27	10	2.9	49	10.2	51	5.5	50	5.9	65
Monitored 1st Year, reclassified from EB/EL	14	1960	0	0	14	100	12	86	7	50	4.0	67	15.6	78	8.6	79	7.5	83
Monitored 2nd Year, reclassified from EB/EL	15	1917	4	27	11	73	11	73	5	33	3.7	61	13.9	69	7.0	64	7.5	83
Monitored 3rd Year, reclassified from EB/EL	5	2074	0	0	5	100	5	100	3	60	4.4	73	16.8	84	10.0	91	8.8	98
Monitored 4th Year, reclassified from EB/EL	12	1987	0	0	12	100	10	83	5	42	4.4	74	15.8	79	8.7	79	7.8	86
Former EB/EL (Post Monitoring)	36	2002	0	0	36	100	33	92	23	64	4.5	75	16.3	81	8.5	78	8.1	90
Non-Emergent Bilingual/Non-English Learner	1220	1841	270	22	950	78	716	59	263	22	3.5	59	12.0	60	6.5	59	6.5	72
No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Nonparticipants	1559	1839	371	24	1188	76	898	58	333	21	3.5	58	11.9	59	6.4	58	6.5	72
Bilingual — No Information Provided	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL — Participants	252	1781	97	38	155	62	109	43	27	11	3.0	49	10.3	51	5.5	50	5.9	65
ESL — Nonparticipants	1308	1849	275	21	1033	79	789	60	306	23	3.6	59	12.2	61	6.6	60	6.6	73
ESL — No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education — Yes	164	1687	105	64	59	36	30	18	3	2	2.3	39	7.8	39	3.9	36	4.7	52
Special Education — No	1395	1856	266	19	1129	81	868	62	330	24	3.6	60	12.4	62	6.7	61	6.7	74
Special Education — No Information Provided	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 — Yes	201	1812	56	28	145	72	102	51	30	15	3.3	54	11.1	55	6.0	55	6.3	70
Section 504 — No	1358	1842	315	23	1043	77	796	59	303	22	3.5	58	12.0	60	6.4	59	6.5	72
Section 504 — No Information Provided	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented — Participants	134	2026	3	2	131	98	127	95	87	65	4.7	78	16.6	83	8.9	81	8.0	89
Gifted/Talented — Nonparticipants	1428	1821	371	26	1057	74	771	54	246	17	3.3	56	11.4	57	6.1	56	6.3	70
Gifted/Talented — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk — Yes	496	1757	220	44	276	56	178	36	45	9	2.8	47	9.6	48	5.1	46	5.6	62
At-Risk — No	1066	1876	154	14	912	86	720	68	288	27	3.8	63	12.9	65	7.0	63	6.9	77
At-Risk — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 8 Reading Language Arts

Report Date: JULY 2024
Date of Testing: SPRING 2024

District: 101-921 TOMBALL ISD

Administration Summary	Number	Percent
Students Tested	1706	99
Students Not Tested		
Absent	8	0
Other	1	0
Total Documents Submitted	1715	100

Legend
--- = No Data Reported For Fewer Than Five Students

	Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category			
											1		2	
											Reading		Writing	
											Number of Points Possible			
											28		28	
											Avg. # of Points / % Achieved			
			#	%	#	%	#	%	#	%	#	%	#	%
All Students	1706	1796	142	8	1564	92	1340	79	838	49	18.5	66	18.1	65
Male	842	1777	96	11	746	89	617	73	373	44	17.9	64	17.1	61
Female	864	1815	46	5	818	95	723	84	465	54	19.1	68	19.0	68
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	582	1761	76	13	506	87	413	71	233	40	17.2	61	16.7	60
American Indian or Alaska Native	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	164	1881	3	2	161	98	154	94	122	74	21.1	75	21.5	77
Black or African American	102	1741	12	12	90	88	69	68	29	28	16.7	60	15.8	57
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---
White	781	1807	47	6	734	94	640	82	408	52	19.0	68	18.6	66
Two or More Races	72	1841	4	6	68	94	61	85	44	61	20.0	71	19.7	70
No Information Provided	4	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged — Yes	517	1730	93	18	424	82	318	62	158	31	16.1	57	15.4	55
Economically Disadvantaged — No	1189	1825	49	4	1140	96	1022	86	680	57	19.6	70	19.3	69
Economically Disadvantaged — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — Participants	425	1743	70	16	355	84	279	66	142	33	16.3	58	16.1	57
Title I, Part A — Nonparticipants	1281	1814	72	6	1209	94	1061	83	696	54	19.2	69	18.8	67
Title I, Part A — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — No	1706	1796	142	8	1564	92	1340	79	838	49	18.5	66	18.1	65
Migrant — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner	222	1696	59	27	163	73	124	56	53	24	14.8	53	14.0	50
Monitored 1st Year, reclassified from EB/EL	3	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	9	1806	1	11	8	89	7	78	5	56	19.8	71	18.2	65
Monitored 3rd Year, reclassified from EB/EL	7	1817	0	0	7	100	5	71	5	71	19.1	68	19.6	70
Monitored 4th Year, reclassified from EB/EL	6	1892	0	0	6	100	6	100	5	83	22.0	79	22.2	79
Former EB/EL (Post Monitoring)	77	1874	0	0	77	100	73	95	56	73	20.9	75	21.7	78
Non-Emergent Bilingual/Non-English Learner	1382	1807	82	6	1300	94	1122	81	712	52	18.9	68	18.5	66
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Nonparticipants	1706	1796	142	8	1564	92	1340	79	838	49	18.5	66	18.1	65
Bilingual — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL — Participants	213	1697	57	27	156	73	119	56	52	24	14.9	53	14.0	50
ESL — Nonparticipants	1493	1810	85	6	1408	94	1221	82	786	53	19.0	68	18.7	67
ESL — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education — Yes	176	1639	66	38	110	63	55	31	15	9	12.7	45	10.9	39
Special Education — No	1530	1814	76	5	1454	95	1285	84	823	54	19.2	68	18.9	68
Special Education — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 — Yes	189	1763	13	7	176	93	139	74	67	35	17.7	63	16.5	59
Section 504 — No	1517	1800	129	9	1388	91	1201	79	771	51	18.6	66	18.3	65
Section 504 — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented — Participants	193	1958	0	0	193	100	191	99	181	94	23.6	84	23.7	85
Gifted/Talented — Nonparticipants	1513	1775	142	9	1371	91	1149	76	657	43	17.9	64	17.4	62
Gifted/Talented — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk — Yes	473	1688	111	23	362	77	235	50	87	18	14.6	52	13.5	48
At-Risk — No	1233	1837	31	3	1202	97	1105	90	751	61	20.0	71	19.9	71
At-Risk — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 8 Mathematics

Report Date: JULY 2024
Date of Testing: SPRING 2024

District: 101-921 TOMBALL ISD

Administration Summary	Number	Percent
Students Tested	1136	100
Students Not Tested		
Absent	2	0
Other	1	0
Total Documents Submitted	1139	100

Legend
--- = No Data Reported For Fewer Than Five Students

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
												1		2		3		4	
												Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy	
												Number of Points Possible							
												4		19		19		6	
												Avg. # of Points / % Achieved							
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students		1136	1931	117	10	1019	90	769	68	334	29	3.2	81	12.6	66	11.1	58	3.2	54
Male		569	1932	71	12	498	88	372	65	169	30	3.2	79	12.5	66	11.0	58	3.3	56
Female		567	1930	46	8	521	92	397	70	165	29	3.3	83	12.7	67	11.2	59	3.2	53
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		455	1904	60	13	395	87	283	62	106	23	3.2	79	12.0	63	10.3	54	3.1	51
American Indian or Alaska Native		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		86	2101	1	1	85	99	80	93	61	71	3.6	90	16.0	84	15.0	79	4.5	75
Black or African American		82	1890	11	13	71	87	49	60	14	17	3.2	79	11.5	61	10.5	55	2.6	44
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		461	1930	38	8	423	92	319	69	129	28	3.3	82	12.7	67	11.1	59	3.2	54
Two or More Races		49	1960	6	12	43	88	36	73	23	47	3.3	83	13.1	69	12.2	64	3.6	60
No Information Provided		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Yes*	408	1888	70	17	338	83	236	58	84	21	3.1	77	11.4	60	10.2	54	2.9	48
	No	727	1956	46	6	681	94	533	73	250	34	3.3	83	13.3	70	11.6	61	3.5	58
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	278	1833	72	26	206	74	104	37	23	8	2.7	68	9.9	52	8.4	44	2.4	40
	Nonparticipants	857	1963	44	5	813	95	665	78	311	36	3.4	85	13.5	71	12.0	63	3.5	59
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	1135	1931	116	10	1019	90	769	68	334	29	3.2	81	12.6	66	11.1	58	3.2	54
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner		192	1894	34	18	158	82	110	57	48	25	3.1	77	11.7	61	10.1	53	3.0	49
Monitored 1st Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL		5	1883	1	20	4	80	3	60	1	20	3.2	80	11.2	59	9.4	49	3.6	60
Monitored 3rd Year, reclassified from EB/EL		3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL		4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)		42	2061	2	5	40	95	39	93	23	55	3.5	88	15.4	81	14.3	75	4.1	69
Non-Emergent Bilingual/Non-English Learner		889	1933	78	9	811	91	611	69	259	29	3.3	82	12.7	67	11.2	59	3.3	54
No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	1135	1931	116	10	1019	90	769	68	334	29	3.2	81	12.6	66	11.1	58	3.2	54
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	184	1895	33	18	151	82	105	57	48	26	3.1	77	11.7	61	10.1	53	3.0	50
	Nonparticipants	951	1938	83	9	868	91	664	70	286	30	3.3	82	12.8	67	11.3	59	3.3	55
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	167	1838	50	30	117	70	66	40	17	10	2.8	70	10.1	53	8.5	45	2.4	40
	No	968	1947	66	7	902	93	703	73	317	33	3.3	83	13.0	69	11.5	61	3.4	57
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504	*Yes*	127	1899	11	9	116	91	84	66	25	20	3.2	79	12.1	64	10.4	55	2.9	49
	No	1008	1935	105	10	903	90	685	68	309	31	3.3	81	12.7	67	11.2	59	3.3	55
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	87	2168	0	0	87	100	87	100	79	91	3.6	89	17.6	93	16.3	86	4.9	81
	Nonparticipants	1048	1912	116	11	932	89	682	65	255	24	3.2	80	12.2	64	10.7	56	3.1	52
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	417	1866	84	20	333	80	205	49	65	16	3.0	76	10.9	58	9.3	49	2.7	44
	No	718	1969	32	4	686	96	564	79	269	37	3.4	84	13.6	71	12.2	64	3.6	60
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 8 Social Studies

Report Date: JULY 2024
Date of Testing: SPRING 2024

District: 101-921 TOMBALL ISD

Administration Summary	Number	Percent
Students Tested	1712	100
Students Not Tested		
Absent	4	0
Other	1	0
Total Documents Submitted	1717	100

Legend
--- = No Data Reported For Fewer Than Five Students

	Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
											1		2		3		4	
											History		Geography and Culture		Government and Citizenship		Economics, Science, Technology, and Society	
											Number of Points Possible							
											22		10		11		6	
											Avg. # of Points / % Achieved							
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	1712	4072	326	19	1386	81	926	54	546	32	13.4	61	6.2	62	6.1	56	4.1	68
Male	847	4098	164	19	683	81	479	57	300	35	13.7	62	6.4	64	6.1	55	4.1	69
Female	865	4045	162	19	703	81	447	52	246	28	13.2	60	6.1	61	6.2	56	4.0	66
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	584	3912	154	26	430	74	245	42	126	22	12.4	56	5.7	57	5.4	49	3.7	62
American Indian or Alaska Native	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	165	4409	11	7	154	93	126	76	87	53	15.7	71	7.0	70	7.7	70	4.7	78
Black or African American	102	3881	33	32	69	68	45	44	20	20	12.1	55	5.2	52	5.7	52	3.6	60
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	784	4137	113	14	671	86	461	59	285	36	13.9	63	6.5	65	6.3	58	4.2	70
Two or More Races	72	4166	14	19	58	81	47	65	28	39	14.3	65	6.5	65	6.8	62	4.0	67
No Information Provided	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged — Yes	519	3849	164	32	355	68	203	39	101	19	12.0	55	5.3	53	5.3	48	3.5	59
Economically Disadvantaged — No	1193	4168	162	14	1031	86	723	61	445	37	14.1	64	6.6	66	6.5	59	4.3	71
Economically Disadvantaged — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — Participants	428	3890	131	31	297	69	175	41	95	22	12.3	56	5.7	57	5.0	45	3.8	63
Title I, Part A — Nonparticipants	1284	4132	195	15	1089	85	751	58	451	35	13.8	63	6.4	64	6.5	59	4.1	69
Title I, Part A — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — No	1712	4072	326	19	1386	81	926	54	546	32	13.4	61	6.2	62	6.1	56	4.1	68
Migrant — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner	223	3708	86	39	137	61	62	28	26	12	11.1	50	4.9	49	4.5	41	3.3	55
Monitored 1st Year, reclassified from EB/EL	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	9	4407	0	0	9	100	6	67	4	44	15.7	71	7.4	74	7.1	65	4.8	80
Monitored 3rd Year, reclassified from EB/EL	7	4193	0	0	7	100	2	29	2	29	14.9	68	6.3	63	6.1	56	4.4	74
Monitored 4th Year, reclassified from EB/EL	6	4364	0	0	6	100	5	83	4	67	15.3	70	7.0	70	8.2	74	4.8	81
Former EB/EL (Post Monitoring)	77	4380	6	8	71	92	61	79	41	53	15.6	71	7.0	70	7.5	68	4.7	78
Non-Emergent Bilingual/Non-English Learner	1387	4108	234	17	1153	83	787	57	468	34	13.7	62	6.4	64	6.3	57	4.1	69
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Nonparticipants	1712	4072	326	19	1386	81	926	54	546	32	13.4	61	6.2	62	6.1	56	4.1	68
Bilingual — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL — Participants	214	3712	81	38	133	62	61	29	25	12	11.1	51	5.0	50	4.5	41	3.3	55
ESL — Nonparticipants	1498	4123	245	16	1253	84	865	58	521	35	13.8	63	6.4	64	6.4	58	4.2	69
ESL — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education — Yes	177	3584	92	52	85	48	33	19	14	8	10.5	48	4.3	43	4.1	37	2.8	47
Special Education — No	1535	4128	234	15	1301	85	893	58	532	35	13.8	63	6.4	64	6.4	58	4.2	70
Special Education — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 — Yes	189	3957	43	23	146	77	89	47	45	24	12.7	58	6.0	60	5.6	51	3.9	65
Section 504 — No	1523	4086	283	19	1240	81	837	55	501	33	13.5	62	6.2	62	6.2	57	4.1	68
Section 504 — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented — Participants	193	4769	0	0	193	100	187	97	164	85	17.8	81	8.3	83	8.9	81	5.2	87
Gifted/Talented — Nonparticipants	1519	3983	326	21	1193	79	739	49	382	25	12.9	59	5.9	59	5.8	53	3.9	65
Gifted/Talented — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk — Yes	474	3658	212	45	262	55	113	24	44	9	10.7	49	4.7	47	4.3	39	3.2	53
At-Risk — No	1238	4230	114	9	1124	91	813	66	502	41	14.5	66	6.8	68	6.8	62	4.4	73
At-Risk — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 8 Science

Report Date: JULY 2024
Date of Testing: SPRING 2024

District: 101-921 TOMBALL ISD

Administration Summary	Number	Percent
Students Tested	1708	100
Students Not Tested		
Absent	8	0
Other	0	0
Total Documents Submitted	1716	100

Legend
--- = No Data Reported For Fewer Than Five Students

	Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
											1		2		3		4	
											Matter and Energy		Force, Motion, and Energy		Earth and Space		Organisms and Environments	
											Number of Points Possible							
											12		9		13		12	
											Avg. # of Points / % Achieved							
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	1708	4278	220	13	1488	87	1101	64	521	31	8.4	70	5.3	58	7.7	59	7.2	60
Male	846	4319	102	12	744	88	565	67	273	32	8.4	70	5.5	61	8.0	61	7.3	61
Female	862	4238	118	14	744	86	536	62	248	29	8.5	71	5.0	56	7.5	58	7.1	60
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	581	4098	109	19	472	81	315	54	127	22	7.8	65	4.8	53	7.0	54	6.7	55
American Indian or Alaska Native	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	165	4758	7	4	158	96	145	88	91	55	10.0	83	6.4	72	9.2	71	8.8	73
Black or African American	101	3928	33	33	68	67	43	43	13	13	7.5	62	4.2	47	6.4	49	5.7	47
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	783	4350	62	8	721	92	542	69	254	32	8.7	72	5.5	61	8.1	62	7.5	63
Two or More Races	73	4349	9	12	64	88	53	73	35	48	8.9	74	5.8	64	8.1	63	7.5	62
No Information Provided	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged — Yes	515	4009	126	24	389	76	252	49	86	17	7.6	63	4.4	49	6.6	51	6.3	52
Economically Disadvantaged — No	1193	4394	94	8	1099	92	849	71	435	36	8.8	73	5.6	63	8.2	63	7.7	64
Economically Disadvantaged — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — Participants	427	4083	85	20	342	80	224	52	89	21	7.8	65	4.7	53	7.1	55	6.3	53
Title I, Part A — Nonparticipants	1281	4343	135	11	1146	89	877	68	432	34	8.6	72	5.4	60	7.9	61	7.5	63
Title I, Part A — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — No	1708	4278	220	13	1488	87	1101	64	521	31	8.4	70	5.3	58	7.7	59	7.2	60
Migrant — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner	222	3915	67	30	155	70	97	44	28	13	7.2	60	4.2	46	6.2	48	5.9	49
Monitored 1st Year, reclassified from EB/EL	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	9	4228	1	11	8	89	5	56	3	33	8.2	69	4.8	53	8.0	62	7.2	60
Monitored 3rd Year, reclassified from EB/EL	7	4361	0	0	7	100	5	71	2	29	9.1	76	5.9	65	7.6	58	8.0	67
Monitored 4th Year, reclassified from EB/EL	6	4663	0	0	6	100	6	100	2	33	9.5	79	5.3	59	9.5	73	9.7	81
Former EB/EL (Post Monitoring)	77	4677	3	4	74	96	68	88	42	55	9.9	83	6.3	70	9.0	69	8.7	73
Non-Emergent Bilingual/Non-English Learner	1384	4312	149	11	1235	89	917	66	443	32	8.5	71	5.4	60	7.9	61	7.3	61
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Nonparticipants	1708	4278	220	13	1488	87	1101	64	521	31	8.4	70	5.3	58	7.7	59	7.2	60
Bilingual — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL — Participants	213	3921	65	31	148	69	95	45	28	13	7.3	61	4.2	46	6.3	48	5.9	50
ESL — Nonparticipants	1495	4329	155	10	1340	90	1006	67	493	33	8.6	72	5.4	60	7.9	61	7.4	62
ESL — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education — Yes	177	3642	83	47	94	53	46	26	6	3	6.0	50	3.4	38	5.3	41	4.9	41
Special Education — No	1531	4351	137	9	1394	91	1055	69	515	34	8.7	73	5.5	61	8.0	62	7.5	63
Special Education — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 — Yes	190	4138	22	12	168	88	106	56	37	19	7.9	66	4.8	53	7.5	57	6.7	56
Section 504 — No	1518	4295	198	13	1320	87	995	66	484	32	8.5	71	5.3	59	7.8	60	7.3	61
Section 504 — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented — Participants	193	5086	0	0	193	100	189	98	159	82	10.8	90	7.3	82	10.4	80	9.7	81
Gifted/Talented — Nonparticipants	1515	4175	220	15	1295	85	912	60	362	24	8.1	68	5.0	56	7.4	57	6.9	58
Gifted/Talented — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk — Yes	473	3829	149	32	324	68	167	35	41	9	6.9	58	3.9	43	5.9	46	5.6	47
At-Risk — No	1235	4450	71	6	1164	94	934	76	480	39	9.0	75	5.8	64	8.4	65	7.8	65
At-Risk — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Algebra I

All Students

District: 101-921 TOMBALL ISD

Report Date: SPRING 2024
Date of Testing: SPRING 2024

Administration Summary	Number	Percent
Students Tested	1937	99
Students Not Tested		
Absent	12	1
Other	1	0
Total Documents Submitted	1950	100

Legend
--- = No Data Reported For Fewer Than Five Students

	Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category									
											1		2		3		4		5	
											Number and Algebraic Methods		Describing and Graphing Linear Functions, Equations, and Inequalities		Writing and Solving Linear Functions, Equations, and Inequalities		Quadratic Functions and Equations		Exponential Functions and Equations	
											Number of Points Possible									
											12		14		13		13		7	
											Avg. # of Points / % Achieved									
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	1937	4480	68	4	1869	96	1612	83	1193	62	8.5	71	10.6	76	8.7	67	9.0	69	5.2	74
Male	920	4454	43	5	877	95	742	81	546	59	8.2	68	10.5	75	8.6	66	8.9	69	5.2	74
Female	1017	4503	25	2	992	98	870	86	647	64	8.8	73	10.7	76	8.8	68	9.0	70	5.2	74
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	645	4354	39	6	606	94	491	76	338	52	8.1	67	9.9	71	8.0	61	8.6	66	4.8	69
American Indian or Alaska Native	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	191	4931	0	0	191	100	185	97	169	88	10.1	84	12.3	88	10.8	83	10.2	78	6.1	87
Black or African American	123	4302	10	8	113	92	89	72	58	47	8.1	67	9.5	68	7.8	60	8.4	64	4.6	65
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	879	4495	17	2	862	98	758	86	563	64	8.5	71	10.8	77	8.9	69	9.1	70	5.3	76
Two or More Races	91	4524	2	2	89	98	83	91	60	66	8.5	71	11.0	78	9.0	69	9.2	71	5.4	77
No Information Provided	5	4276	0	0	5	100	3	60	3	60	7.6	63	9.8	70	7.6	58	9.0	69	4.0	57
Economically Disadvantaged — Yes	602	4274	43	7	559	93	424	70	267	44	7.8	65	9.4	67	7.6	58	8.3	64	4.6	65
No	1334	4573	25	2	1309	98	1188	89	926	69	8.8	74	11.1	79	9.2	71	9.3	72	5.5	78
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — Participants	180	4591	1	1	179	99	171	95	136	76	8.8	73	10.9	78	9.8	75	9.8	75	5.5	78
Nonparticipants	1756	4469	67	4	1689	96	1441	82	1057	60	8.5	71	10.5	75	8.6	66	8.9	68	5.2	74
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	1935	4480	68	4	1867	96	1611	83	1193	62	8.5	71	10.6	76	8.7	67	9.0	69	5.2	74
No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner	245	4230	22	9	223	91	150	61	98	40	7.7	64	9.0	64	7.3	56	8.0	61	4.3	62
Monitored 1st Year, reclassified from EB/EL	11	4955	0	0	11	100	11	100	11	100	9.7	81	12.5	90	11.0	85	10.3	79	6.5	94
Monitored 2nd Year, reclassified from EB/EL	9	4774	0	0	9	100	9	100	7	78	9.0	75	12.4	89	9.7	74	10.1	78	6.0	86
Monitored 3rd Year, reclassified from EB/EL	8	4925	0	0	8	100	7	88	6	75	9.3	77	10.9	78	10.8	83	10.4	80	6.1	88
Monitored 4th Year, reclassified from EB/EL	12	4619	0	0	12	100	12	100	11	92	8.8	73	11.7	83	9.5	73	10.3	79	6.1	87
Former EB/EL (Post Monitoring)	93	4913	0	0	93	100	92	99	81	87	10.0	83	12.1	86	10.7	82	10.3	79	6.1	87
Non-Emergent Bilingual/Non-English Learner	1559	4485	46	3	1513	97	1331	85	979	63	8.5	71	10.7	76	8.8	68	9.0	69	5.2	75
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	1935	4480	68	4	1867	96	1611	83	1193	62	8.5	71	10.6	76	8.7	67	9.0	69	5.2	74
No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL — Participants	234	4227	22	9	212	91	143	61	92	39	7.7	65	9.0	64	7.3	56	7.9	61	4.3	62
Nonparticipants	1703	4514	46	3	1657	97	1469	86	1101	65	8.6	72	10.8	77	8.9	69	9.1	70	5.3	76
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education — Yes	126	3894	23	18	103	82	43	34	19	15	6.1	51	7.0	50	5.6	43	6.6	51	3.5	50
No	1810	4521	45	2	1765	98	1569	87	1174	65	8.7	72	10.8	77	8.9	69	9.1	70	5.3	76
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 — Yes	216	4315	10	5	206	95	166	77	100	46	8.0	66	9.8	70	7.8	60	8.3	64	4.8	69
No	1720	4501	58	3	1662	97	1446	84	1093	64	8.6	71	10.7	76	8.8	68	9.1	70	5.2	75
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented — Participants	233	5017	0	0	233	100	232	100	224	96	10.0	83	12.6	90	11.4	88	10.7	83	6.4	91
Nonparticipants	1703	4407	68	4	1635	96	1380	81	969	57	8.3	69	10.3	74	8.4	64	8.7	67	5.0	72
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk — Yes	533	4176	46	9	487	91	326	61	185	35	7.4	62	8.8	63	7.0	54	7.8	60	4.3	62
No	1403	4596	22	2	1381	98	1286	92	1008	72	8.9	74	11.3	80	9.4	72	9.4	72	5.5	79
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Biology

All Students

District: 101-921 TOMBALL ISD

Report Date: SPRING 2024
Date of Testing: SPRING 2024

Administration Summary	Number	Percent
Students Tested	1786	100
Students Not Tested		
Absent	5	0
Other	1	0
Total Documents Submitted	1792	100

Legend
--- = No Data Reported For Fewer Than Five Students

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category									
												1		2		3		4		5	
												Cell Structure and Function		Mechanisms of Genetics		Biological Evolution and Classification		Biological Processes and Systems		Interdependence within Environmental Systems	
												Number of Points Possible									
												10		11		10		10		12	
												Avg. # of Points / % Achieved									
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students		1786	4437	43	2	1743	98	1498	84	717	40	6.2	62	6.5	59	6.8	68	6.7	67	7.8	65
Male		884	4442	25	3	859	97	738	83	363	41	6.1	61	6.4	58	6.8	68	6.7	67	7.9	66
Female		902	4433	18	2	884	98	760	84	354	39	6.2	62	6.6	60	6.7	67	6.6	66	7.7	64
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		606	4322	29	5	577	95	458	76	198	33	5.6	56	6.1	55	6.3	63	6.2	62	7.2	60
American Indian or Alaska Native		4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		147	4748	0	0	147	100	141	96	97	66	7.4	74	7.6	69	7.8	78	7.7	77	9.4	78
Black or African American		110	4261	7	6	103	94	83	75	24	22	5.4	54	6.1	56	6.0	60	5.8	58	6.6	55
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		831	4489	7	1	824	99	733	88	367	44	6.4	64	6.7	61	7.0	70	6.9	69	8.1	68
Two or More Races		86	4444	0	0	86	100	77	90	29	34	6.0	60	6.7	61	6.8	68	6.8	68	7.8	65
No Information Provided		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Yes*	555	4221	30	5	525	95	389	70	127	23	5.3	53	5.7	51	6.0	60	5.8	58	6.6	55
	No	1230	4535	13	1	1217	99	1108	90	590	48	6.6	66	6.9	63	7.1	71	7.1	71	8.3	69
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	1783	4438	42	2	1741	98	1496	84	716	40	6.2	62	6.5	59	6.8	68	6.7	67	7.8	65
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	1784	4437	43	2	1741	98	1496	84	716	40	6.2	62	6.5	59	6.8	68	6.7	67	7.8	65
	No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner		228	4099	17	7	211	93	131	57	39	17	4.7	47	5.2	47	5.4	54	5.2	52	5.9	49
Monitored 1st Year, reclassified from EB/EL		5	4363	0	0	5	100	5	100	1	20	5.2	52	6.2	56	7.0	70	7.0	70	7.6	63
Monitored 2nd Year, reclassified from EB/EL		4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL		14	4517	0	0	14	100	14	100	5	36	6.4	64	6.7	61	7.5	75	7.7	77	8.1	67
Former EB/EL (Post Monitoring)		66	4662	1	2	65	98	63	95	40	61	7.3	73	7.2	66	7.5	75	7.6	76	9.0	75
Non-Emergent Bilingual/Non-English Learner		1466	4479	25	2	1441	98	1278	87	631	43	6.3	63	6.7	61	6.9	69	6.8	68	8.0	67
No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	1784	4437	43	2	1741	98	1496	84	716	40	6.2	62	6.5	59	6.8	68	6.7	67	7.8	65
	No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	209	4091	16	8	193	92	117	56	35	17	4.7	47	5.2	47	5.4	54	5.2	52	5.8	48
	Nonparticipants	1576	4483	27	2	1549	98	1380	88	682	43	6.4	64	6.7	61	7.0	70	6.9	69	8.1	67
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	113	3923	15	13	98	87	49	43	3	3	4.0	40	4.5	40	4.9	49	4.4	44	4.8	40
	No	1672	4472	28	2	1644	98	1448	87	714	43	6.3	63	6.7	61	6.9	69	6.8	68	8.0	67
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504	*Yes*	187	4320	2	1	185	99	145	78	55	29	5.6	56	5.9	54	6.4	64	6.2	62	7.4	62
	No	1598	4451	41	3	1557	97	1352	85	662	41	6.2	62	6.6	60	6.8	68	6.7	67	7.8	65
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	189	4952	0	0	189	100	189	100	165	87	8.0	80	8.4	77	8.3	83	8.7	87	10.4	86
	Nonparticipants	1596	4376	43	3	1553	97	1308	82	552	35	5.9	59	6.3	57	6.6	66	6.4	64	7.5	62
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	506	4108	32	6	474	94	307	61	76	15	4.7	47	5.2	48	5.6	56	5.3	53	6.0	50
	No	1279	4567	11	1	1268	99	1190	93	641	50	6.7	67	7.0	64	7.3	73	7.2	72	8.5	71
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

English I

All Students

District: 101-921 TOMBALL ISD

Report Date: SPRING 2024
Date of Testing: SPRING 2024

Administration Summary	Number	Percent
Students Tested	1866	100
Students Not Tested		
Absent	6	0
Other	2	0
Total Documents Submitted	1874	100

Legend
--- = No Data Reported For Fewer Than Five Students

	Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category			
											1		2	
											Reading		Writing	
											Number of Points Possible			
											32		32	
											Avg. # of Points / % Achieved			
			#	%	#	%	#	%	#	%	#	%	#	%
All Students	1866	4389	257	14	1609	86	1463	78	662	35	22.4	70	22.7	71
Male	929	4316	152	16	777	84	691	74	283	30	21.6	68	21.7	68
Female	937	4462	105	11	832	89	772	82	379	40	23.2	72	23.7	74
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	653	4245	140	21	513	79	447	68	188	29	20.8	65	20.5	64
American Indian or Alaska Native	4	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	150	4695	5	3	145	97	141	94	88	59	25.4	79	27.0	85
Black or African American	123	4170	30	24	93	76	81	66	23	19	19.7	62	19.6	61
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---
White	846	4471	74	9	772	91	712	84	328	39	23.5	73	23.9	75
Two or More Races	87	4464	7	8	80	92	76	87	32	37	23.2	72	24.6	77
No Information Provided	3	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged *Yes*	612	4114	168	27	444	73	372	61	109	18	19.1	60	18.8	59
No	1252	4524	88	7	1164	93	1090	87	552	44	24.0	75	24.7	77
No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A *Participants*	2	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	1862	4390	255	14	1607	86	1461	78	660	35	22.4	70	22.7	71
No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant *Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No	1863	4390	256	14	1607	86	1461	78	660	35	22.4	70	22.7	71
No Information Provided	3	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner	256	3932	102	40	154	60	119	46	23	9	16.8	53	15.8	49
Monitored 1st Year, reclassified from EB/EL	5	4626	0	0	5	100	5	100	2	40	27.4	86	26.0	81
Monitored 2nd Year, reclassified from EB/EL	4	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	2	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	14	4619	0	0	14	100	14	100	6	43	26.3	82	25.9	81
Former EB/EL (Post Monitoring)	65	4664	1	2	64	98	63	97	38	58	25.9	81	26.9	84
Non-Emergent Bilingual/Non-English Learner	1519	4451	154	10	1365	90	1255	83	590	39	23.1	72	23.7	74
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual *Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	1863	4390	256	14	1607	86	1461	78	660	35	22.4	70	22.7	71
No Information Provided	3	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL *Participants*	239	3922	97	41	142	59	109	46	20	8	16.7	52	15.6	49
Nonparticipants	1626	4458	160	10	1466	90	1353	83	641	39	23.2	73	23.8	74
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education *Yes*	140	3702	81	58	59	42	33	24	3	2	14.3	45	11.7	37
No	1724	4446	175	10	1549	90	1429	83	658	38	23.1	72	23.6	74
No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 *Yes*	201	4201	40	20	161	80	136	68	33	16	20.4	64	20.0	62
No	1663	4413	216	13	1447	87	1326	80	628	38	22.6	71	23.1	72
No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented *Participants*	190	4946	0	0	190	100	189	99	157	83	28.0	88	29.2	91
Nonparticipants	1674	4327	256	15	1418	85	1273	76	504	30	21.8	68	22.0	69
No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk *Yes*	576	3963	203	35	373	65	286	50	45	8	17.3	54	16.4	51
No	1288	4581	53	4	1235	96	1176	91	616	48	24.7	77	25.6	80
No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

English II

All Students

District: 101-921 TOMBALL ISD

Report Date: SPRING 2024
Date of Testing: SPRING 2024

Administration Summary	Number	Percent
Students Tested	1748	99
Students Not Tested		
Absent	10	1
Other	0	0
Total Documents Submitted	1758	100

Legend
--- = No Data Reported For Fewer Than Five Students

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category			
												1		2	
												Reading		Writing	
												Number of Points Possible			
												32		32	
												Avg. # of Points / % Achieved			
				#	%	#	%	#	%	#	%	#	%	#	%
All Students		1748	4351	216	12	1532	88	1413	81	347	20	21.7	68	23.2	72
Male		900	4299	123	14	777	86	711	79	150	17	21.1	66	22.5	70
Female		848	4407	93	11	755	89	702	83	197	23	22.4	70	23.9	75
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		645	4226	114	18	531	82	478	74	83	13	20.4	64	21.1	66
American Indian or Alaska Native		6	4414	0	0	6	100	5	83	1	17	22.2	69	24.3	76
Asian		146	4608	8	5	138	95	137	94	57	39	24.2	76	27.0	84
Black or African American		114	4128	36	32	78	68	64	56	14	12	19.0	59	18.9	59
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---
White		774	4429	54	7	720	93	671	87	178	23	22.6	70	24.5	77
Two or More Races		63	4481	4	6	59	94	58	92	14	22	23.0	72	25.7	80
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Yes*	593	4101	155	26	438	74	374	63	49	8	18.9	59	19.0	59
	No	1155	4480	61	5	1094	95	1039	90	298	26	23.1	72	25.3	79
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	3	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	1745	4353	213	12	1532	88	1413	81	347	20	21.7	68	23.2	72
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	1744	4352	215	12	1529	88	1411	81	346	20	21.7	68	23.2	72
	No Information Provided	4	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner		205	3852	85	41	120	59	92	45	0	0	16.0	50	14.7	46
Monitored 1st Year, reclassified from EB/EL		13	4609	0	0	13	100	13	100	4	31	24.4	76	28.1	88
Monitored 2nd Year, reclassified from EB/EL		4	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL		1	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL		4	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)		112	4428	6	5	106	95	103	92	22	20	23.0	72	24.4	76
Non-Emergent Bilingual/Non-English Learner		1409	4415	125	9	1284	91	1196	85	321	23	22.4	70	24.2	76
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	1744	4352	215	12	1529	88	1411	81	346	20	21.7	68	23.2	72
	No Information Provided	4	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	175	3870	68	39	107	61	81	46	0	0	16.2	51	15.0	47
	Nonparticipants	1573	4405	148	9	1425	91	1332	85	347	22	22.3	70	24.1	75
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	126	3805	62	49	64	51	44	35	1	1	15.2	47	13.9	43
	No	1622	4394	154	9	1468	91	1369	84	346	21	22.2	69	23.9	75
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504	*Yes*	187	4192	34	18	153	82	134	72	15	8	20.2	63	20.5	64
	No	1561	4370	182	12	1379	88	1279	82	332	21	21.9	68	23.5	73
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	188	4802	0	0	188	100	188	100	121	64	26.1	82	29.6	93
	Nonparticipants	1560	4297	216	14	1344	86	1225	79	226	14	21.2	66	22.4	70
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	471	3932	167	35	304	65	233	49	8	2	17.1	53	15.9	50
	No	1277	4506	49	4	1228	96	1180	92	339	27	23.4	73	25.8	81
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

U.S. History

All Students

District: 101-921 TOMBALL ISD

Report Date: SPRING 2024
Date of Testing: SPRING 2024

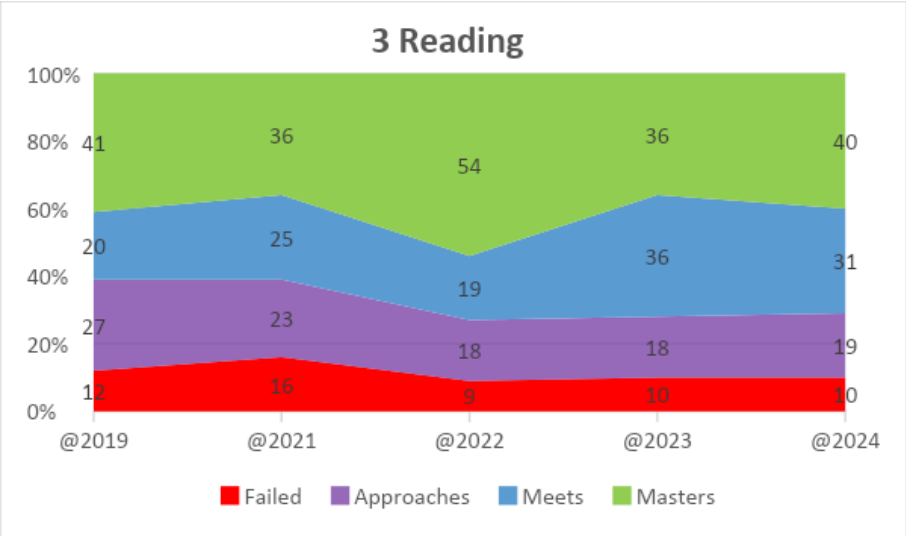
Administration Summary	Number	Percent
Students Tested	1539	99
Students Not Tested		
Absent	9	1
Other	0	0
Total Documents Submitted	1548	100

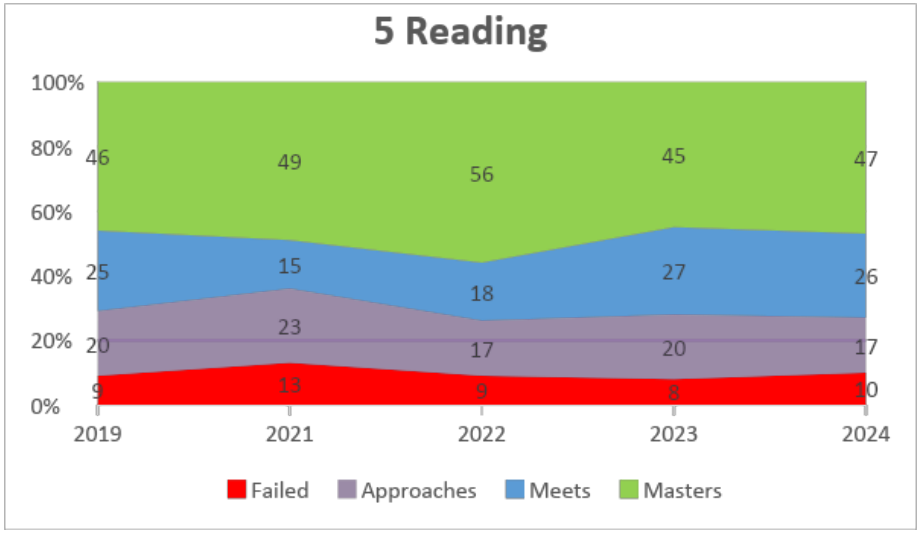
Legend
--- = No Data Reported For Fewer Than Five Students

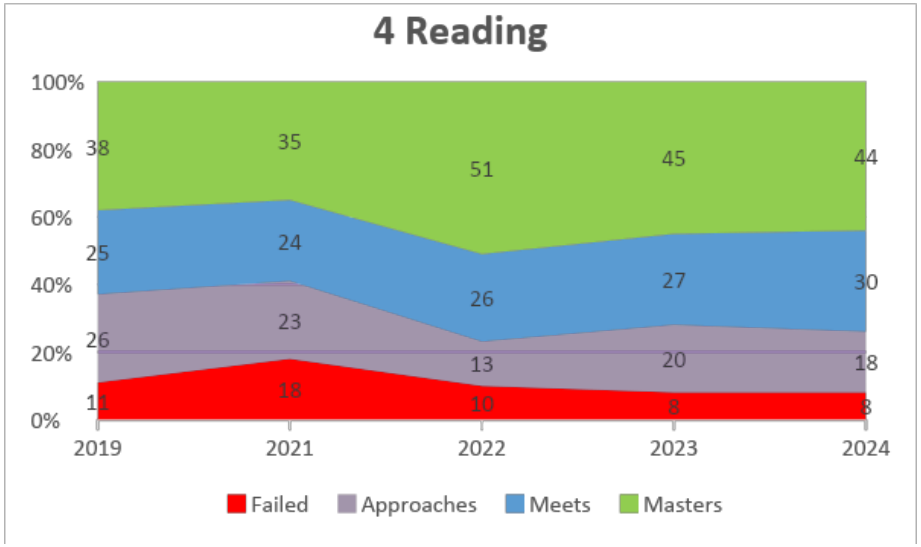
		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
												1		2		3		4	
												History		Geography and Culture		Government and Citizenship		Economics, Science, Technology, and Society	
												Number of Points Possible							
												36		14		11		17	
												Avg. # of Points / % Achieved							
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students		1539	4574	24	2	1515	98	1348	88	985	64	25.9	72	9.3	67	7.0	64	11.2	66
Male		760	4622	13	2	747	98	670	88	514	68	26.6	74	9.6	69	7.1	64	11.4	67
Female		779	4527	11	1	768	99	678	87	471	60	25.3	70	9.1	65	6.9	63	11.0	65
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		539	4480	15	3	524	97	449	83	316	59	24.9	69	8.8	63	6.5	59	10.8	63
American Indian or Alaska Native		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		125	4696	2	2	123	98	116	93	96	77	27.0	75	9.8	70	7.8	71	12.3	72
Black or African American		105	4389	4	4	101	96	83	79	50	48	23.6	66	8.6	61	6.2	56	9.9	58
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		705	4648	2	0	703	100	642	91	483	69	26.8	74	9.8	70	7.3	66	11.6	68
Two or More Races		61	4615	1	2	60	98	55	90	37	61	26.5	74	9.5	68	7.0	63	11.6	68
No Information Provided		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Yes*	471	4384	19	4	452	96	364	77	232	49	23.6	66	8.3	59	6.2	56	10.1	59
	No	1067	4657	5	0	1062	100	983	92	752	70	26.9	75	9.8	70	7.3	67	11.7	69
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	1536	4575	23	1	1513	99	1346	88	984	64	25.9	72	9.4	67	7.0	64	11.2	66
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	1534	4574	24	2	1510	98	1345	88	982	64	25.9	72	9.3	67	7.0	64	11.2	66
	No Information Provided	5	4356	0	0	5	100	3	60	3	60	23.0	64	9.0	64	7.0	64	8.4	49
Identified as Emergent Bilingual/English Learner		131	4050	11	8	120	92	67	51	23	18	18.9	53	6.5	46	4.5	41	8.1	48
Monitored 1st Year, reclassified from EB/EL		5	4463	0	0	5	100	5	100	3	60	27.4	76	8.0	57	5.8	53	10.4	61
Monitored 2nd Year, reclassified from EB/EL		5	4618	0	0	5	100	5	100	4	80	27.8	77	9.8	70	7.2	65	11.0	65
Monitored 3rd Year, reclassified from EB/EL		6	4469	0	0	6	100	6	100	2	33	25.2	70	9.3	67	5.5	50	10.2	60
Monitored 4th Year, reclassified from EB/EL		5	4603	0	0	5	100	5	100	4	80	26.0	72	9.4	67	7.4	67	12.4	73
Former EB/EL (Post Monitoring)		79	4589	1	1	78	99	74	94	54	68	26.4	73	9.4	67	7.0	64	11.4	67
Non-Emergent Bilingual/Non-English Learner		1307	4626	12	1	1295	99	1185	91	894	68	26.6	74	9.6	69	7.2	66	11.6	68
No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	1535	4574	24	2	1511	98	1345	88	982	64	25.9	72	9.3	67	7.0	64	11.2	66
	No Information Provided	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	94	4054	7	7	87	93	47	50	18	19	19.0	53	6.6	47	4.5	41	8.0	47
	Nonparticipants	1444	4607	17	1	1427	99	1300	90	966	67	26.4	73	9.5	68	7.1	65	11.4	67
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	90	3980	8	9	82	91	42	47	7	8	18.5	51	6.2	44	4.2	38	7.3	43
	No	1447	4611	16	1	1431	99	1305	90	977	68	26.4	73	9.5	68	7.2	65	11.5	68
	No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504	*Yes*	164	4524	0	0	164	100	146	89	89	54	25.6	71	8.9	64	6.8	61	10.8	64
	No	1373	4580	24	2	1349	98	1201	87	895	65	26.0	72	9.4	67	7.0	64	11.3	66
	No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	140	5038	0	0	140	100	140	100	139	99	30.9	86	11.2	80	9.1	82	13.9	82
	Nonparticipants	1398	4527	24	2	1374	98	1207	86	845	60	25.4	71	9.2	65	6.8	62	11.0	65
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	419	4183	21	5	398	95	272	65	120	29	21.2	59	7.2	51	5.1	46	8.8	52
	No	1119	4719	3	0	1116	100	1075	96	864	77	27.7	77	10.1	72	7.7	70	12.2	71
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

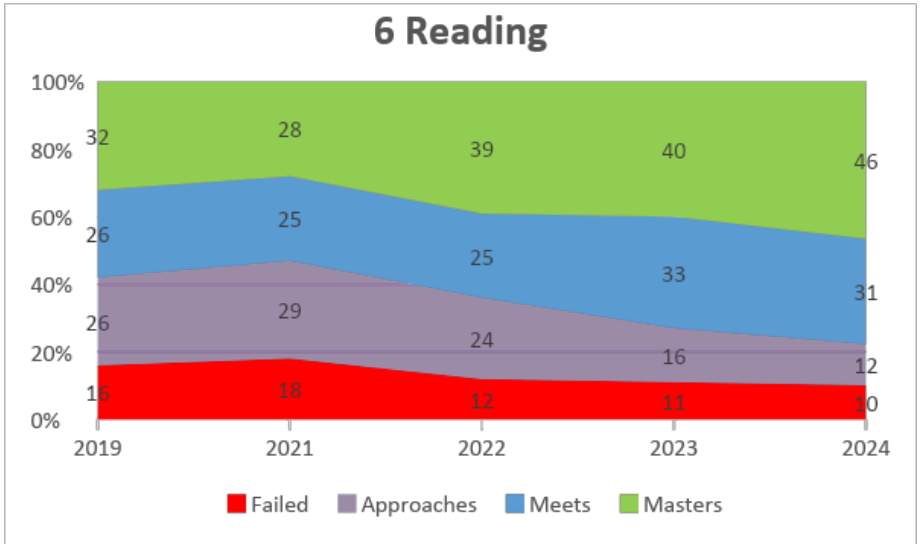
Longitudinal STAAR Results by Highest Scoring Category

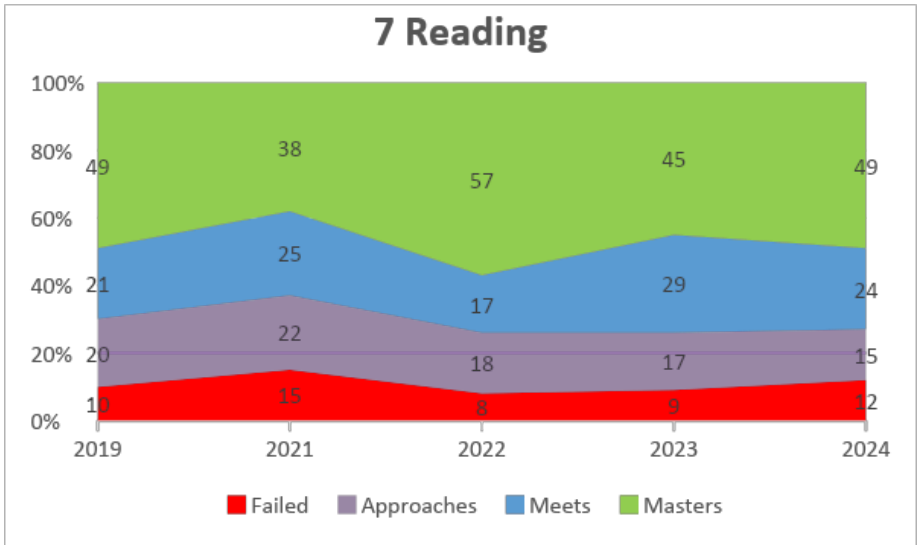
READING/ELA







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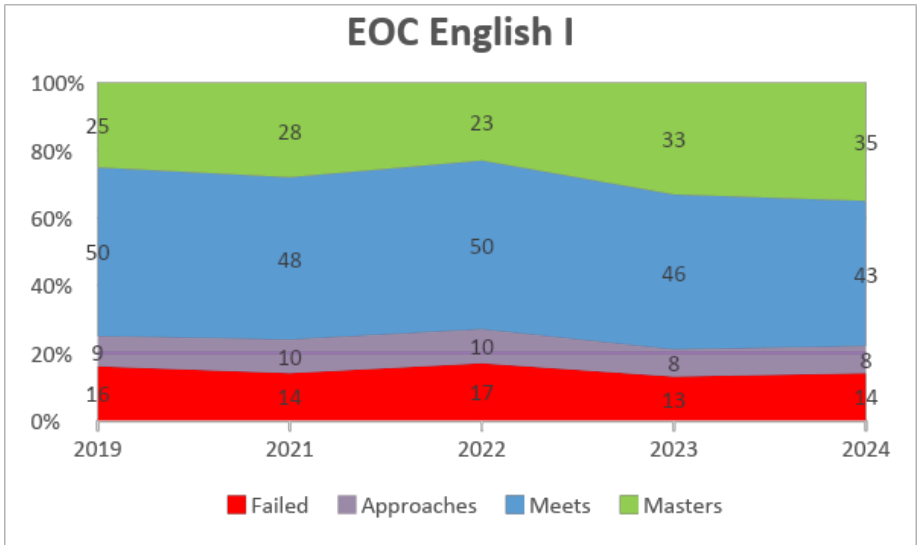
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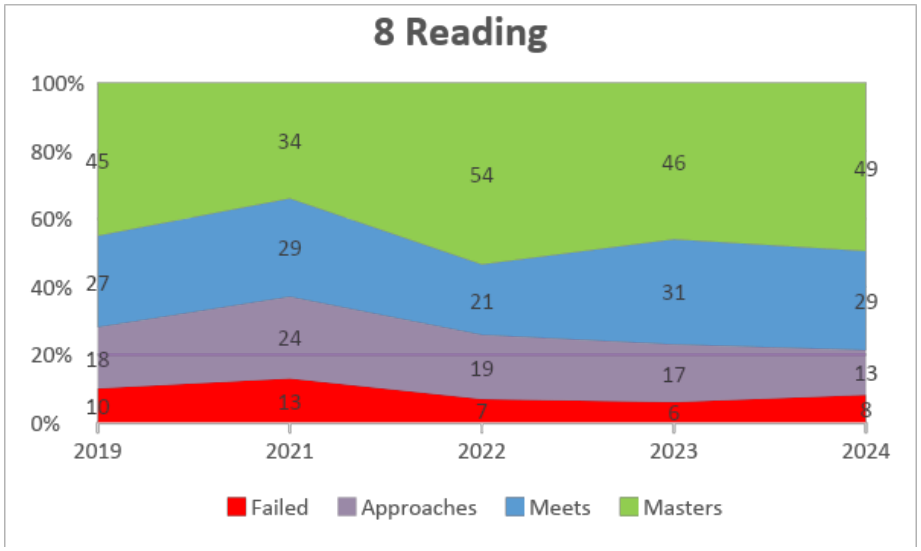
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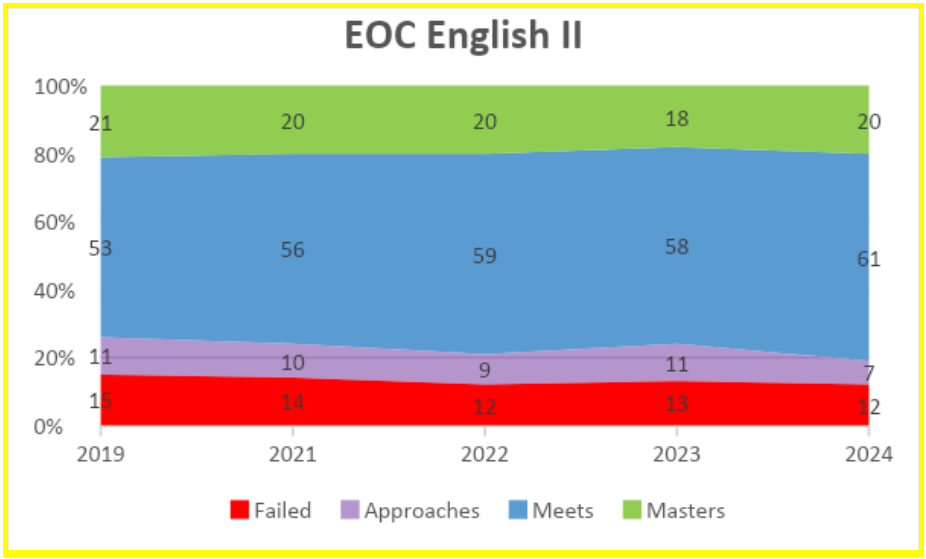
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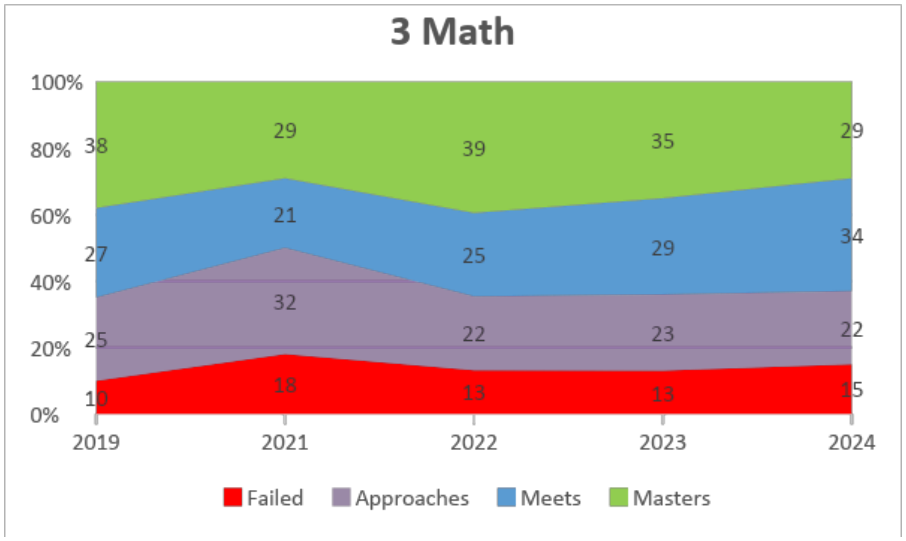
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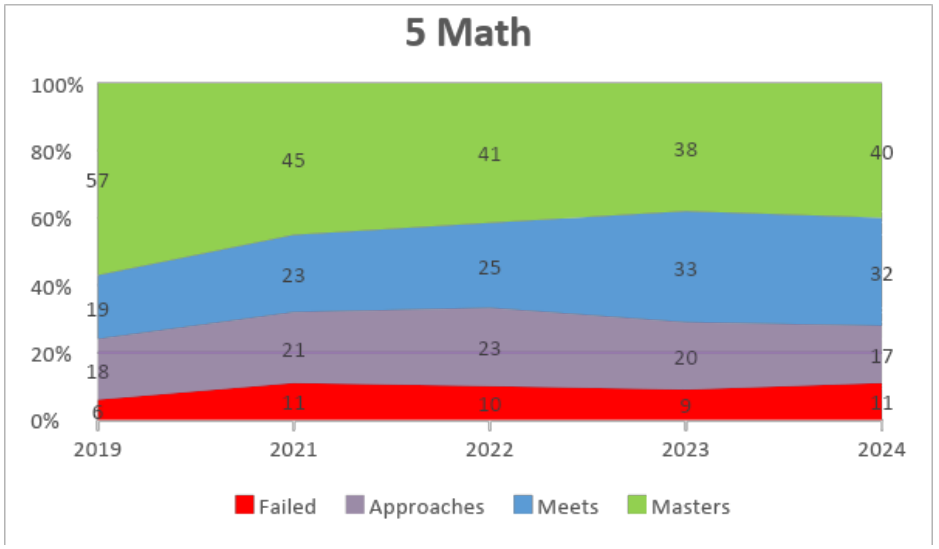
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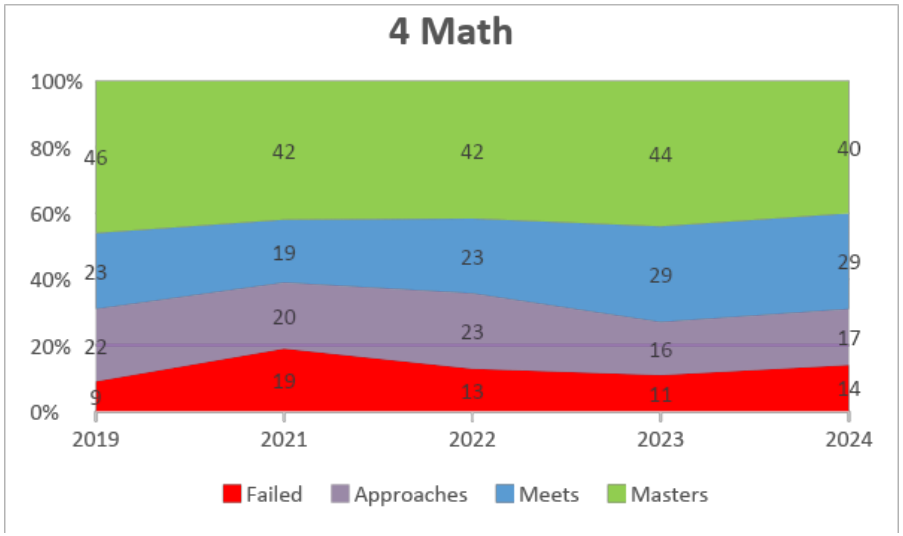
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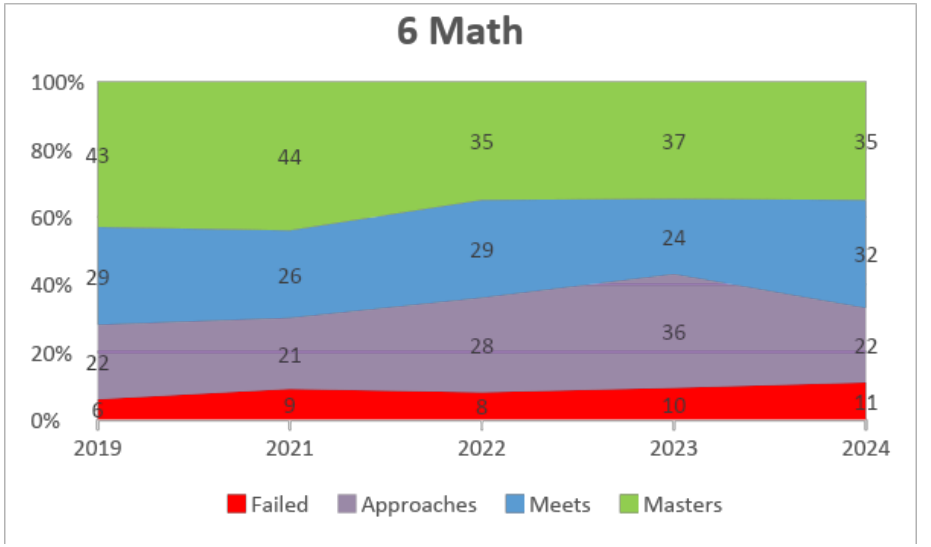
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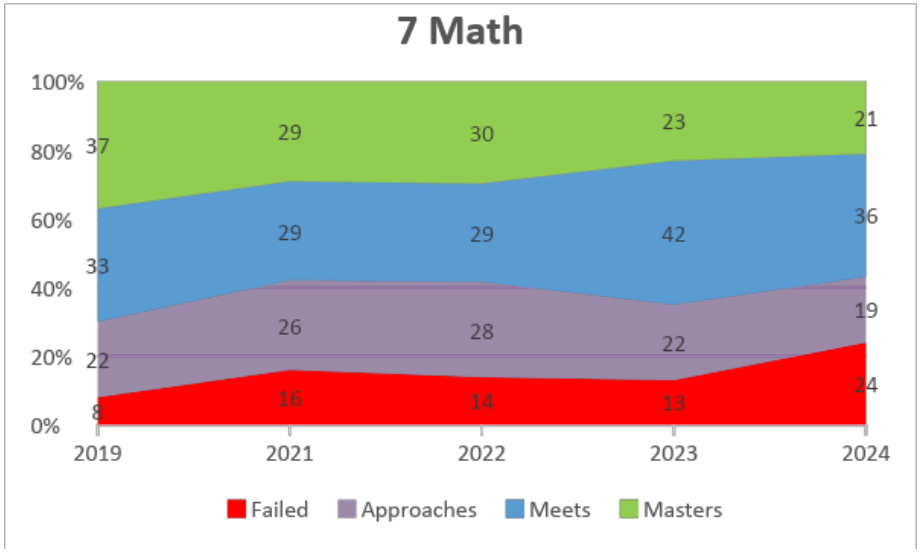
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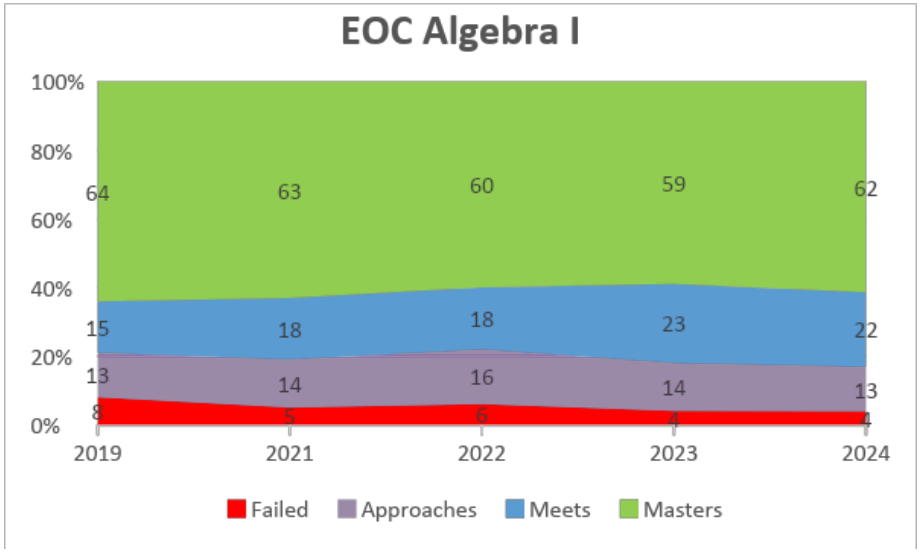
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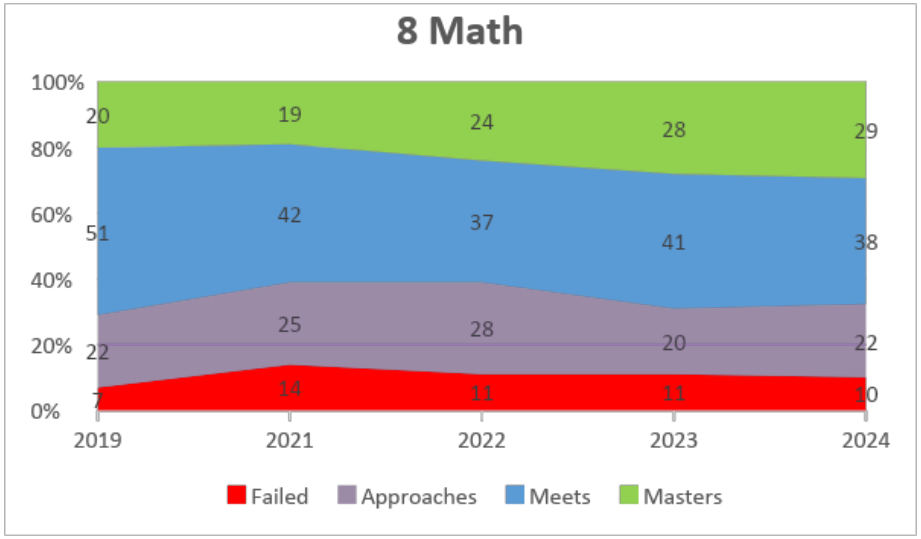
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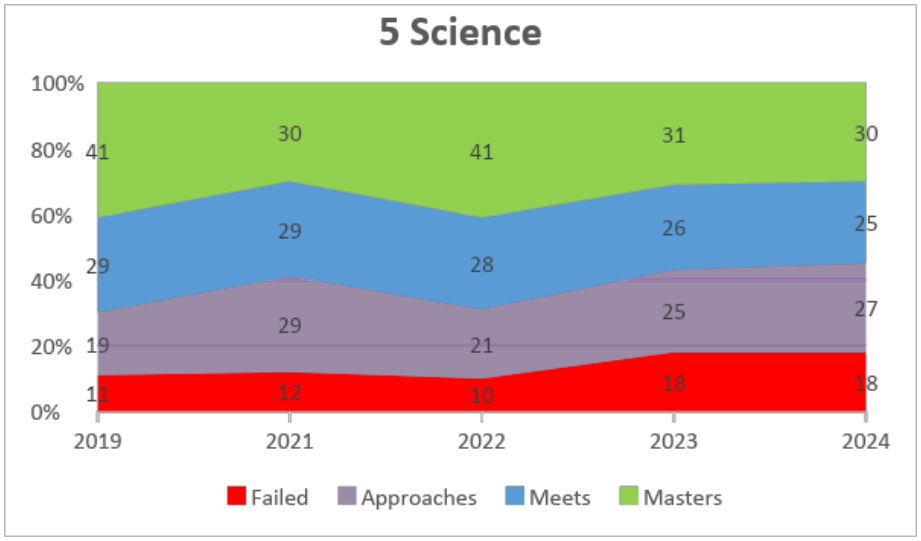
SCIENCE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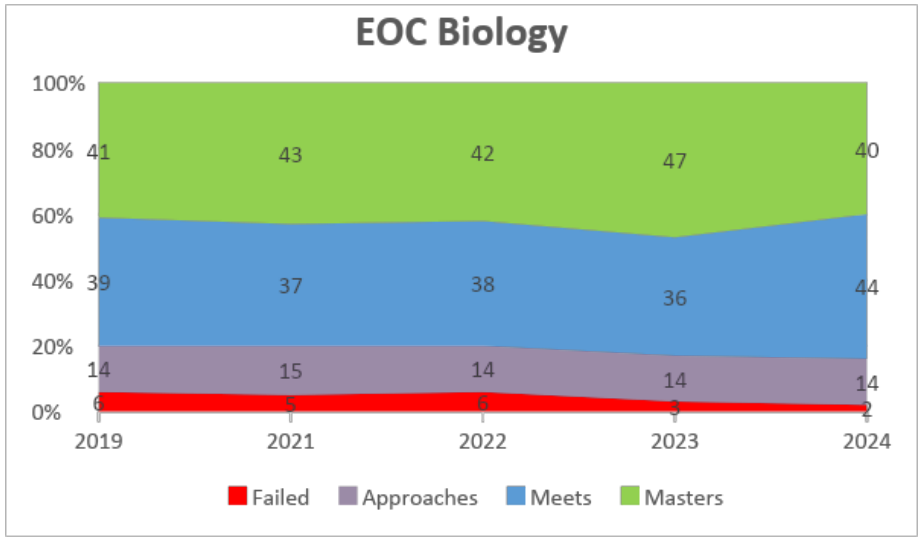
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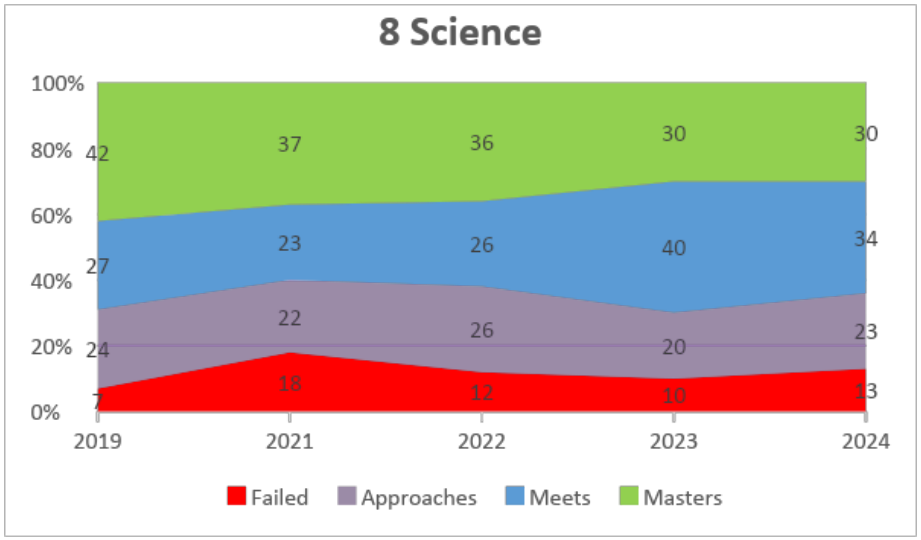
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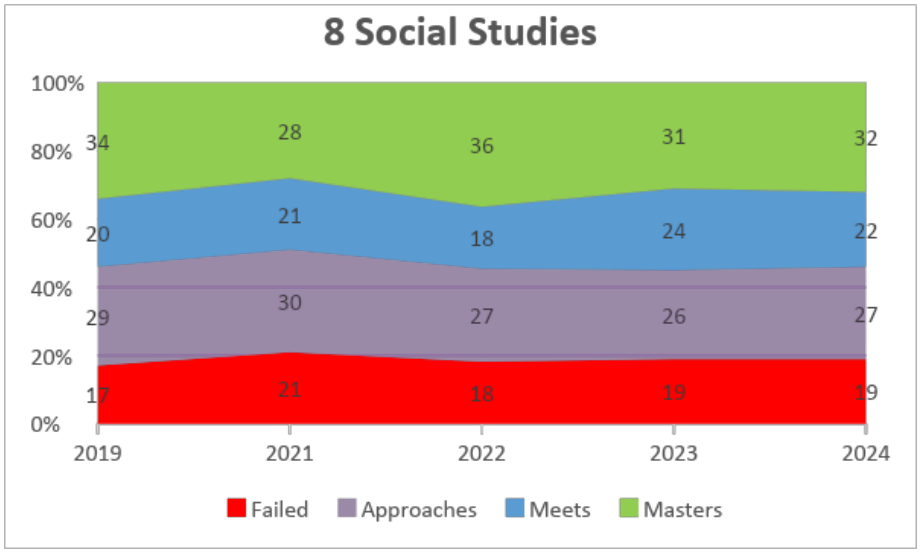
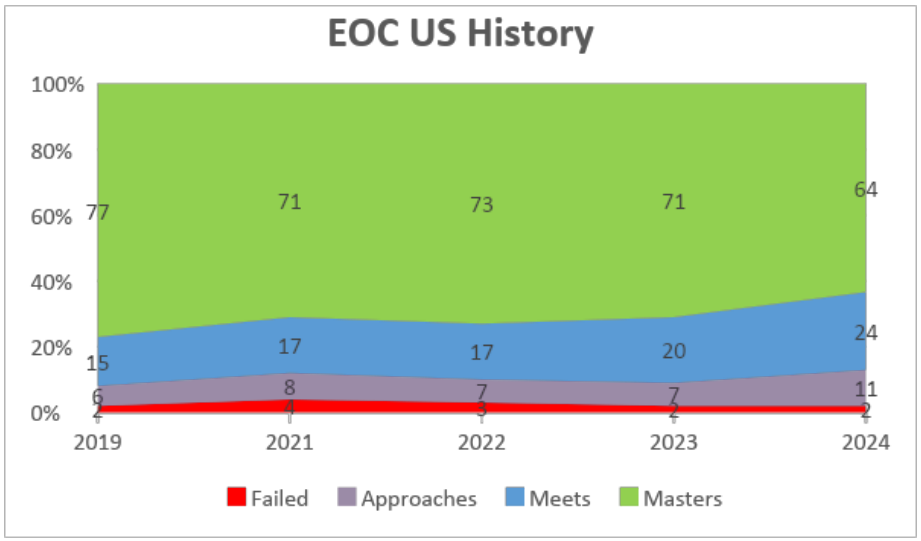
Masters

SOCIAL STUDIES





Graduation

Class of 2023

	Accountability Groups									Additional Student Groups							
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Econ Disadv	Non-Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Highly Mobile★	Foster	Homeless	Migrant
4-Year Graduation Rate (Gr 9-12): Class of 2023																	
% Graduated	97.5%	96.0%	96.9%	98.1%	100.0%	98.1%	-	96.8%	95.3%	96.4%	98.0%	91.7%	92.6%	87.5%	0.0%	100.0%	-
# Graduated	1,266	72	400	623	4	106	-	61	429	372	894	66	75	7	0	7	-
Total in Class	1,298	75	413	635	4	108	-	63	450	386	912	72	81	8	1	7	-
5-Year Extended Graduation Rate (Gr 9-12): Class of 2022																	
% Graduated	98.7%	96.4%	98.2%	99.4%	100.0%	100.0%	100.0%	95.6%	97.3%	97.4%	99.3%	96.8%	97.6%	100.0%	100.0%	100.0%	-
# Graduated	1,255	81	391	646	4	89	1	43	425	368	887	61	80	8	6	2	-
Total in Class	1,271	84	398	650	4	89	1	45	437	378	893	63	82	8	6	2	-
6-Year Extended Graduation Rate (Gr 9-12): Class of 2021																	
% Graduated	98.5%	97.3%	98.4%	98.6%	100.0%	100.0%	-	97.9%	95.1%	95.5%	99.4%	96.4%	90.8%	80.0%	100.0%	75.0%	-
# Graduated	1,211	71	377	634	2	81	-	46	329	257	954	54	69	4	1	3	-
Total in Class	1,229	73	383	643	2	81	-	47	346	269	960	56	76	5	1	4	-
Annual Dropout Rate (Gr 9-12): SY 2022-23																	
% Dropped Out	0.4%	0.2%	0.2%	0.6%	4.8%	0.2%	-	0.4%	0.7%	0.5%	0.4%	0.8%	1.4%	6.9%	14.3%	4.5%	-
% Dropped Out - Conversion	96.0%																
# Dropped Out	26	1	5	17	1	1	-	1	17	10	16	4	7	2	1	1	-
# of Students	6,331	404	2,138	3,009	21	496	-	263	2,388	2,018	4,313	473	496	29	7	22	-

CCMR Class of 2023

	Annual Graduates	
	Count Credit	Percentage
College		
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both RLA and Mathematics	1,005	78%
Met TSI criteria in both RLA and Mathematics, excluding college prep courses	720	56%
TSI Criteria - Reading/Language Arts (RLA)		
Met TSI criteria for at least one indicator in RLA	1,123	87%
Met TSI criteria in RLA, excluding college prep courses	908	70%
Met TSI assessment criteria	212	16%
Met ACT criteria	111	9%
Met SAT criteria	855	66%
Earned credit for a college prep course	282	22%
TSI Criteria - Mathematics		
Met TSI criteria for at least one indicator in Mathematics	1,046	81%
Met TSI criteria in Mathematics, excluding college prep courses	759	59%
Met TSI assessment criteria	221	17%
Met ACT criteria	113	9%
Met SAT criteria	624	48%
Earned credit for a college prep course	343	27%
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	443	34%
Dual Course Credits		
Earned credit for at least 3 hours in RLA or Mathematics or 9 hours in any subject	488	38%
Associate's Degree		
Earned an associate degree by August 31 immediately following high school graduation	57	4%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	0	0%
Special Ed with Advanced Diploma Plan		
Received special education services and earned an advanced diploma	42	3%
Career		
Industry-Based Certifications (IBC)		
Earned an IBC	518	40%
Earned at least one sunsetting IBC and did not meet any other CCMR criteria	3	0%
Earned only a sunsetting IBC and are not included due to IBC cap*	0	0%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	0	0%
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	16	1%
Military		
U.S. Armed Forces		
Enlisted in the U.S. Armed Forces	5	0%

Attendance

Tomball ISD	PIA - Cumulative 2023-2024
All Students	**95.20%**
Ethnicity	
Hispanic/Latino	94.80%
American Indian or Alaska Native	95.10%
Asian	96.90%
Black or African American	95.00%
Native Hawaiian or Other Pacific Islander	94.50%
White	95.30%
Two or More Races	95.10%
Gender	
Male	95.30%
Female	95.10%
Grade	
Early Education	90.70%
Pre-Kindergarten	92.20%
Kindergarten	94.80%
1st	95.40%
2nd	95.70%
3rd	95.70%
4th	95.90%
5th	95.60%
6th	95.30%
7th	95.10%
8th	95.00%
9th	95.30%
10th	95.00%
11th	94.80%
12th	94.20%
Special Population	
At Risk	94.30%
Early Reading Indicator	94.30%
Economic Disadvantage	93.90%
Emergent Bilingual	94.90%
Foster Care	90.80%
Gifted and Talented	96.60%
Homeless Status	85.70%
Migrant	-
Military Connected	94.90%
RDSPD	90.70%
Section 504	94.60%
Special Education	93.90%
Unaccompanied Youth	90.30%

Discipline

Texas statute requires every district to publish a report on violent or criminal incidents at their schools. This annual report must include a statement of the number, rate, and type of violent or criminal incidents that occurred on each district campus, to the extent permitted under the Family Educational Rights and Privacy Act of 1974. These codes include those specified by TEA as mandatory expulsion incidents in the Unsafe School Choice Option Guidance Handbook. Codes 59 and 61 are also monitored by TEA.

Discipline	PEIMS Code	Descriptor
Drugs	36	Felony Controlled Substance Violation – TEC §37.007(a)(3)
Assaults	29	Aggravated Assault Under Penal Code §22.02 Against a school district employee or volunteer – TEC §37.007(d)
	30	Aggravated Assault Under Penal Code §22.02 Against someone other than a school district employee or volunteer – TEC §37.007 (a)(2)(A)
	31	Sexual Assault Under Penal Code §22.011 Or Aggravated Sexual Assault Under Penal Code §22.021 Against a school district employee or volunteer – TEC §37.007(d)
	32	Sexual Assault Under Penal Code §22.011 Or Aggravated Sexual Assault Under Penal Code §22.021 Against someone other than a school district employee or volunteer – TEC §37.007(a)(2)(A)
Weapons	11	Brought a Firearm to School – TEC 37.007(e) or Unlawful Carrying of a Handgun under Penal Code 46.02 – TEC 37.007(a)(1)
	12	Unlawful Carrying of a Location-Restricted Knife under Penal Code 46.02 – TEC 37.007(a)(1) (Location-Restricted knife - longer than 5.5 inches)
	14	Conduct Containing the Elements of an Offense Relating to Prohibited Weapons Under Penal Code 46.05 – TEC 37.007(a)(1)
Arson	16	Arson TEC 37.007(a)(2)(B)
Death / Deadly Conduct	17	Murder, Capital Murder, Criminal Attempt to Commit Murder or Capital Murder TEC 37.007(a)(2)(C)
	47	Manslaughter TEC 37.007(a)(2)(G)
	48	Criminally Negligent Homicide TEC 37.007 (a)(2)(H)
Child Abuse	18	Indecency with a Child TE C37.007(a)(2)(D)
	57	Continuous Sexual Abuse of a Young Child or Disabled Individual Under Penal Code 21.02 (TEC 37.007(a)(2)(I)
Kidnaping	19	Aggravated Kidnapping TEC 37.007(a)(2)(E)
Robbery	46	Aggravated Robbery TEC 37.007(a)(2)(F); 37.007(C)-(D)
Other Serious Misbehavior	*59*	*Serious Misbehavior, as defined by TEC §37.007(c), while expelled to/placed in a Disciplinary Alternative Education Program (DAEP)- TEC §37.007(c) defines "serious misbehavior" as:* *(1) deliberate violent behavior that poses a direct threat to the health or safety of others;* *(2) extortion, meaning the gaining of money or other property by force or threat;* *(3) conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or* *(4) conduct that constitutes the offense of:* *(A) public lewdness under Section 21.07, Penal Code;* *(B) indecent exposure under Section 21.08, Penal Code;* *(C) criminal mischief under Section 28.03, Penal Code;* *(D) personal hazing under Section 37.152; or* *(E) harassment under Section 42.07(a)(1), Penal Code, of a student or district employee.*
	61	*Bullying TEC 37.0052(b)*

Tomball ISD reported the following number of incidents for the above listed discipline infractions over the last three school years:

Year	Enrollment	Discipline Code																
		11	12	14	16	17	18	19	29	30	31	32	36	46	47	48	57	Total
2023-2024	23,256	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2022-2023	22,350	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2021-2022	21,357	0	0	1	1	0	0	0	0	3	0	0	0	0	0	0	0	5
Total		0	0	1	1	0	0	0	0	3	0	0	0	0	0	0	0	5

Disciplinary Removals

Tomball ISD	Number of Students	ISS Actions	ISS Students	ISS Percent	OSS Actions	OSS Students	OSS Percent	DAEP Actions	DAEP Students	DAEP Percent	JJAEP Actions	JJAEP Students	JJAEP Percent	Total Actions	Total Students	Total Percent
All	23,265	2,749	1,199	5.15%	808	481	2.07%	299	253	1.09%	0	0	0.00%	3,856	1,349	5.80%
Asian	2,106	60	39	1.85%	22	14	0.66%	7	6	0.28%	0	0	0.00%	89	43	2.04%
Black or African American	1,528	442	158	10.34%	149	78	5.10%	32	23	1.51%	0	0	0.00%	623	183	11.98%
Hispanic/Latino	8,178	1,168	489	5.98%	249	158	1.93%	89	83	1.01%	0	0	0.00%	1,506	533	6.52%
American Indian or Alaska Native	45	1	1	2.22%	0	0	0.00%	0	0	0.00%	0	0	0.00%	1	1	2.22%
Native Hawaiian or Other Pacific Islander	15	0	0	0.00%	1	1	6.67%	0	0	0.00%	0	0	0.00%	1	1	6.67%
Two or More Races	1,097	136	61	5.56%	54	29	2.64%	20	15	1.37%	0	0	0.00%	210	69	6.29%
White	10,296	942	451	4.38%	333	201	1.95%	151	126	1.22%	0	0	0.00%	1,426	519	5.04%
Female	11,492	881	361	3.14%	295	163	1.42%	113	97	0.84%	0	0	0.00%	1,289	410	3.57%
Male	11,773	1,868	838	7.12%	513	318	2.70%	186	156	1.33%	0	0	0.00%	2,567	939	7.98%
Special Education - Summer	3,033	587	239	7.88%	201	110	3.63%	63	50	1.65%	0	0	0.00%	851	275	9.07%
Economic Disadvantage - Fall	6,996	1,587	593	8.48%	445	254	3.63%	167	132	1.89%	0	0	0.00%	2,199	661	9.45%
Economic Disadvantage - Summer	7,721	1,698	643	8.33%	504	285	3.69%	185	150	1.94%	0	0	0.00%	2,387	730	9.45%
At Risk - Fall	6,917	1,601	600	8.67%	472	266	3.85%	191	153	2.21%	0	0	0.00%	2,264	675	9.76%
Bilingual - Fall	1,046	13	12	1.15%	3	2	0.19%	1	1	0.10%	0	0	0.00%	17	12	1.15%
ESL - Fall	2,361	510	192	8.13%	98	57	2.41%	26	25	1.06%	0	0	0.00%	634	201	8.51%
CTE Attendance - Summer	8,497	1,973	809	9.52%	622	374	4.40%	235	200	2.35%	0	0	0.00%	2,830	921	10.84%
Section 504 - Summer	2,019	422	180	8.92%	130	73	3.62%	48	41	2.03%	0	0	0.00%	600	203	10.05%

ISS: In-School Suspension
OSS: Out-of-School Suspension
DAEP: Disciplinary Alternative Education Program
JJAEP: Juvenile Justice Alternative Education Program

Detailed district and campus level reports are available publicly at: teatexas.gov/reports-and-data

Special Programs

Results Driven Accountability

Tomball ISD RDA 2024

STAAR 3-8

	BE	ESL	ALP	EB n/s	EBDys	EBYAR	OSP	OSP/Dys	SpEd	SpEd/Dys	SpEd YAE
Math	0	0	0	0		0	0		1		0
Reading	0	0	0	0	RO	0	0	0	1	1	0
Science	1	0	0	0		0	0		1		0
Soc Stu	n/d	0	n/d	n/a		0	0		1		0

STAAR EOC

	EB	OSP	All SpEd
Algebra I	0	0	0
Biology	0	0	0
US Hist	0	0	0
Eng I, Eng II	0	0	0 RI

STAAR ALT Participation

	SpEd
Math	RO
Reading	RO
Science	RO

TELPAS

	EB
Composite Reading for multi-year students	RO
Reading Beginning Prof Level	0

Completion

	EB	OSP	SpEd
Annual Dropout	0	NA SA	0
Graduation	0	0	0

SpEd Instructional Placement and Disciplinary Placement

	SpEd	Population
Regular Early Childhood (ages 3-5)	0	
Reg. Class >=80% (ages 6-21)	0	
Reg. Class <40% (ages 6-21)	1	
SpEd Separate Settings Rate (Ages 6-21)	RO	
OSS and Expulsion <=10 days ages 3-21	RO	
OSS and Expulsion >10 Days	RO	
ISS <= 10 Days	RO	
ISS >10 Days	RO	
Total Disciplinary Removals ages 3-21	1	

Representation

	EB	OSP	SpEd
Dyslexia 6-21	RO	RO	RO

RO Report Only

Special Education

State Performance Plan for Special Education

In accordance with 20 U.S.C. 1416(b)(2)(C)(ii)(I) of the Individuals with Disabilities Education Act, states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a *District Profile of State Performance Plan Indicators* report for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year.

2024 District Profile
(School Year 2022-23)
State Performance Plan Indicator Targets

REGION 04
TOMBALL ISD (101921)

About the LEA Profile Report
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State Performance Plan / Annual Performance Report Indicators	State			LEA	
	Target	Rate	Met Target	Rate	Met State Target
1: Graduation	46.00%	49.3%	YES	90.1%	YES
2: Dropout	12.00%	15.2%	NO	4.4%	YES
3A: Statewide Assessment Participation Rate - Grade 4 Reading	95.00%	99.1%	YES	100.0%	YES
3A: Statewide Assessment Participation Rate - Grade 8 Reading	95.00%	98.5%	YES	100.0%	YES
3A: Statewide Assessment Participation Rate - High School Reading	95.00%	88.0%	NO	95.2%	YES
3A: Statewide Assessment Participation Rate - Grade 4 Math	95.00%	99.2%	YES	100.0%	YES
3A: Statewide Assessment Participation Rate - Grade 8 Math	95.00%	98.5%	YES	100.0%	YES
3A: Statewide Assessment Participation Rate - High School Math	95.00%	96.1%	YES	98.8%	YES
3B: Statewide Assessment Proficiency Rate - Grade 4 Reading Regular Assessment	20.00%	16.3%	NO	24.0%	YES
3B: Statewide Assessment Proficiency Rate - Grade 8 Reading Regular Assessment	18.00%	15.2%	NO	19.7%	YES
3B: Statewide Assessment Proficiency Rate - High School Reading Regular Assessment	18.00%	13.9%	NO	21.1%	YES
3B: Statewide Assessment Proficiency Rate - Grade 4 Math Regular Assessment	23.00%	18.9%	NO	29.6%	YES
3B: Statewide Assessment Proficiency Rate - Grade 8 Math Regular Assessment	23.00%	15.7%	NO	23.8%	YES
3B: Statewide Assessment Proficiency Rate - High School Math Regular Assessment	23.00%	10.4%	NO	29.4%	YES
3C: Statewide Assessment Proficiency Rate - Grade 4 Reading Alternate Assessment	92.00%	89.6%	NO	75.0%	NO
3C: Statewide Assessment Proficiency Rate - Grade 8 Reading Alternate Assessment	93.00%	92.9%	YES	100.0%	YES
3C: Statewide Assessment Proficiency Rate - High School Reading Alternate Assessment	94.00%	93.9%	YES	86.4%	NO
3C: Statewide Assessment Proficiency Rate - Grade 4 Math Alternate Assessment	94.00%	94.4%	YES	95.0%	YES
3C: Statewide Assessment Proficiency Rate - Grade 8 Math Alternate Assessment	95.00%	96.0%	YES	95.2%	YES
3C: Statewide Assessment Proficiency Rate - High School Math Alternate Assessment	93.00%	93.0%	YES	86.4%	NO
3D: Statewide Assessment Proficiency Rate Gap between All Children and Children with IEPs - Grade 4 Reading	23.00%	30.0%	NO	48.0%	NO
3D: Statewide Assessment Proficiency Rate Gap between All Children and Children with IEPs - Grade 8 Reading	35.00%	40.9%	NO	57.3%	NO
3D: Statewide Assessment Proficiency Rate Gap between All Children and Children with IEPs - High School Reading	37.00%	35.3%	YES	53.3%	NO
3D: Statewide Assessment Proficiency Rate Gap between All Children and Children with IEPs - Grade 4 Math	20.00%	27.0%	NO	43.3%	NO
3D: Statewide Assessment Proficiency Rate Gap between All Children and Children with IEPs - Grade 8 Math	31.00%	36.6%	NO	53.7%	NO
3D: Statewide Assessment Proficiency Rate Gap between All Children and Children with IEPs - High School Math	26.00%	25.1%	YES	45.9%	NO

2024 District Profile
(School Year 2022-23)
State Performance Plan Indicator Targets

REGION 04
TOMBALL ISD (101921)

About the LEA Profile Report
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State Performance Plan / Annual Performance Report Indicators	State			LEA	
	Target	Rate	Met Target	Rate	Met State Target
4A: Suspension and Expulsion	N/A	N/A	N/A	N/A	N/A
4B: Suspension and Expulsion - by Race or Ethnicity	0.00%	0.0%	YES	N/A	N/A
5A: Educational Environment, Ages 5 (Enrolled in Kindergarten) through 21 - inside the Regular Class 80% or More of the Day	73.00%	73.5%	YES	82.3%	YES
5B: Educational Environment, Ages 5 (Enrolled in Kindergarten) through 21 - inside the Regular Class Less than 40% of the Day	13.00%	13.5%	NO	12.8%	YES
5C: Educational Environment, Ages 5 (Enrolled in Kindergarten) through 21 - in Separate Schools, Residential Facilities, or Homebound/Hospital Placements	1.00%	0.74%	YES	0.78%	YES
6A: Educational Environment, Preschool Ages 3 through 5 (not Enrolled in Kindergarten) - Regular Early Childhood Program	27.00%	26.2%	NO	35.8%	YES
6B: Educational Environment, Preschool Ages 3 through 5 (not Enrolled in Kindergarten) - Separate Special Education Class, Separate School or Residential Facility	25.00%	27.6%	NO	21.6%	YES
6C: Educational Environment, Preschool Ages 3 through 5 (not Enrolled in Kindergarten) - Receiving Services in the Home	0.85%	0.66%	YES	0.00%	YES
7A: Early Childhood Outcomes - Positive Social/Emotional Skills Summary 1	86.00%	82.1%	NO	95.7%	YES
7A: Early Childhood Outcomes - Positive Social/Emotional Skills Summary 2	63.00%	56.7%	NO	70.6%	YES
7B: Early Childhood Outcomes - Acquisition and Use of Knowledge and Skills Summary 1	85.00%	81.1%	NO	92.9%	YES
7B: Early Childhood Outcomes - Acquisition and Use of Knowledge and Skills Summary 2	57.00%	54.3%	NO	71.6%	YES
7C: Early Childhood Outcomes - Use of Appropriate Behaviors to Meet Needs Summary 1	85.00%	82.0%	NO	89.8%	YES
7C: Early Childhood Outcomes - Use of Appropriate Behaviors to Meet Needs Summary 2	72.00%	68.5%	NO	78.0%	YES
8: Parent Involvement	81.00%	69.0%	NO	N/A	N/A
9: Disproportionate Representation - by Race or Ethnicity as a Result of Inappropriate Identification	0.00%	0.0%	YES	N/A	YES
10: Disproportionate Representation - by Race or Ethnicity in Specific Disability Categories as a Result of Inappropriate Identification	0.00%	0.0%	YES	N/A	YES
11: Child Find	100.00%	96.9%	NO	97.7%	NO
12: Early Childhood Transition	100.00%	99.1%	NO	N/A	N/A
13: Secondary Transition	100.00%	98.6%	NO	100.0%	YES
14A: Post-school Outcomes - Enrolled in Higher Education	31.00%	28.4%	NO	37.5%	YES
14B: Post-school Outcomes - Enrolled in Higher Education or Competitively Employed	64.00%	58.9%	NO	75.0%	YES
14C: Post-school Outcomes - Enrolled in Higher Education or in Some Other Postsecondary Program, or Competitively Employed or in Some Other Employment	81.00%	70.2%	NO	78.1%	NO

This report was the most recent one available at the time of publication.

Special Education Outcomes

SpEd 3-8	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
Math										
Did Not Meet	**77.78%**	**45.27%**	**38.69%**	**37.45%**	**41.74%**	**0.00%**	**49.93%**	**45.48%**	**41.70%**	**44.48%**
Approaches	22.22%	59.26%	65.08%	67.45%	62.96%	0.00%	50.07%	54.52%	58.30%	55.52%
Meets	11.11%	23.66%	26.39%	27.65%	25.57%	0.00%	23.27%	23.55%	26.77%	27.09%
Masters	-	7.82%	12.50%	12.16%	9.91%	0.00%	11.29%	9.74%	8.49%	8.69%
Reading										
Did Not Meet	**77.78%**	**55.62%**	**53.97%**	**50.10%**	**52.15%**	**0.00%**	**57.84%**	**42.61%**	**40.95%**	**43.27%**
Approaches	22.22%	48.67%	50.60%	53.02%	54.22%	0.00%	42.16%	57.39%	59.05%	56.73%
Meets	-	19.02%	19.84%	21.83%	19.97%	0.00%	17.46%	29.21%	25.16%	28.02%
Masters	-	7.57%	9.13%	9.94%	7.92%	0.00%	8.19%	14.32%	7.99%	8.72%
Social Studies										
Did Not Meet	**0.00%**	**60.87%**	**62.30%**	**62.07%**	**46.59%**	**0.00%**	**53.85%**	**58.18%**	**62.30%**	**51.98%**
Approaches	0.00%	39.13%	37.70%	37.93%	53.41%	0.00%	46.15%	41.82%	37.70%	48.02%
Meets	0.00%	13.04%	8.20%	11.49%	21.59%	0.00%	14.29%	13.64%	14.75%	18.64%
Masters	0.00%	7.25%	4.92%	6.90%	11.36%	0.00%	6.59%	6.36%	4.10%	7.91%
Science										
Did Not Meet	**100.00%**	**47.74%**	**56.30%**	**55.62%**	**45.16%**	**0.00%**	**49.17%**	**48.06%**	**55.96%**	**50.37%**
Approaches	-	52.26%	43.70%	44.38%	54.84%	0.00%	50.83%	51.94%	44.04%	49.63%
Meets	-	20.00%	20.74%	20.22%	25.27%	0.00%	19.58%	24.42%	21.52%	19.80%
Masters	-	3.87%	8.15%	8.43%	11.83%	0.00%	7.92%	12.02%	5.96%	4.89%

Sped EOC	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024
Algebra 1					
Did Not Meet	**0.00%**	**35.06%**	**23.93%**	**23.62%**	**18.25%**
Approaches	0.00%	64.94%	76.07%	76.38%	81.75%
Meets	0.00%	25.97%	30.77%	33.07%	34.13%
Masters	0.00%	9.09%	14.53%	11.81%	15.08%
English 1					
Did Not Meet	**0.00%**	**63.29%**	**64.06%**	**40.13%**	**57.86%**
Approaches	0.00%	36.71%	35.94%	59.87%	42.14%
Meets	0.00%	21.52%	19.53%	27.39%	23.57%
Masters	0.00%	0.00%	2.34%	2.55%	2.14%
English 2					
Did Not Meet	**0.00%**	**59.04%**	**56.96%**	**48.21%**	**49.21%**
Approaches	0.00%	40.96%	43.04%	51.79%	50.79%
Meets	0.00%	20.48%	25.32%	23.21%	34.92%
Masters	0.00%	0.00%	0.00%	0.00%	0.79%
Biology					
Did Not Meet	**0.00%**	**29.87%**	**28.07%**	**10.45%**	**13.27%**
Approaches	0.00%	70.13%	71.93%	89.55%	86.73%
Meets	0.00%	25.97%	29.82%	29.10%	43.36%
Masters	0.00%	2.60%	10.53%	8.21%	2.65%
US History					
Did Not Meet	**0.00%**	**28.57%**	**19.74%**	**15.00%**	**8.89%**
Approaches	0.00%	71.43%	80.26%	85.00%	91.11%
Meets	0.00%	36.36%	55.26%	43.33%	46.67%
Masters	0.00%	15.58%	31.58%	18.33%	7.78%

Dyslexia Allotment - HB3 State Funds

Background

Since the 2013–14 school year districts have been required to report the number of students enrolled in the district who are identified with dyslexia or related disorders to TEA through TSDS PEIMS. Starting with the 2019-2020 school year, districts are entitled to an annual allotment equal to the basic allotment multiplied by 0.10 for each eligible student with dyslexia or a related disorder* who is receiving services and coded as such in TSDS PEIMS.

*Related disorder Includes students with dysgraphia. A student identified with dyscalculia may be eligible to receive special education or Section 504 services, however, dyscalculia is not one of the dyslexia related conditions identified in TEC §38.003(d)(1)-(2). As such, a student with dyscalculia may not be coded in TSDS PEIMS under the Dyslexia or a Related Disorder Indicator and does not generate funding through the HB 3 Dyslexia Allotment.

Spending Guidance

Districts are required to spend 100% of the dyslexia allotment funds on services for students with dyslexia or a related disorder.

Districts should determine the most effective use of funds so that students identified with dyslexia or a related disorder receive maximum benefit. The following recommendations should be considered when determining the most effective use of funds:

- Dyslexia therapist training for teachers
- Dyslexia screening, progress monitoring, and/or evaluation tools
- Evidence-based dyslexia intervention materials and/or curriculum
- TEA dyslexia intervention platform
- Dyslexia identification training for evaluation personnel
- Evidence-based early intervention programs in reading
- Professional development in the science of teaching reading
- Dyslexia therapist positions and/or stipends for dyslexia therapists

In addition, HB 3 stipulates that a district may use an amount not to exceed 20 percent of the allotment provided for qualifying students to contract with a private provider to provide supplemental academic services.

HB 3 Dyslexia Allotment
District Funding and Estimated Expenditures

23-24 HB 3 Dyslexia Allotment **Program Intent Codes: 37, 43**	**$668,654.00**
Total amount of supplemental financial resources for HB 3 Dyslexia Allotment other than FTE	$9,500.00
Total amount of supplemental FTEs for HB 3 Dyslexia Allotment	$659,154.00
Total count of supplemental FTEs for HB 3 Dyslexia Allotment	23

Row Labels	Sum of Count
37	**23**
COUNSELOR	12
DIRECTOR-ELA/DYSLEXIA/SS	1
FIRST GRADE TEACHER	1
INSTR SPECIALIST-MATH	1
INSTR SPECIALIST-READING	4
READING SPECIALIST	4
Grand Total	**23**

At-Risk

State Compensatory Education (SCE) Plan

Purpose

The purpose of the State Compensatory Education (SCE) program is to supplement the regular – or basic – education program with compensatory, intensive, and/or accelerated instruction. The program requires Texas public school districts and charter schools to offer additional accelerated instruction to each student who meets one or more statutory or locally-defined eligibility criteria in order to reduce any disparity in performance on assessment instruments, or disparity in the rates of high school completion between students at risk of dropping out of school and all other students.

The State Compensatory Education program in Tomball ISD is managed at the district level and consists of the following components:

1. Use of the student performance data resulting from STAAR and STAAR EOC to design and implement appropriate compensatory, intensive, or accelerated instructional services for students in the district's schools that enable the students to be performing at grade level at the conclusion of the next regular school term.

2. Provide accelerated instruction to a student enrolled in the district who has taken an end-of-course assessment instrument and has not performed satisfactorily or who is at risk of dropping out of school.

3. Offer before the next scheduled administration of the STAAR EOC, without cost to the student, additional accelerated instruction to each student in any subject in which the student failed to perform satisfactorily on an end-of-course assessment instrument required for graduation.

4. Provide support to campuses as they use State Compensatory Education (SCE) funds to reduce the disparity between students at-risk of dropping out of school and all other students.

5. Provide supplemental personnel to campuses for bilingual and ESL programs to support the instructional needs of students at-risk due to Limited English Proficiency.

6. Provide supplemental personnel to the DAEP to support the instructional needs of students who are at-risk due to a placement in an alternative education program.

At-Risk Student Indicators

The AT-RISK-INDICATOR-CODE indicates whether a student is currently identified as “at-risk” of not meeting standards or dropping out of school using state-defined criteria (TEC §29.081, Compensatory and Accelerated Instruction). **A student “at-risk of dropping out of school” includes each student who is under 26 years of age and who:**

A. except as provided by TEC, §29.081(h) or if retained for prekindergarten under TEC, §28.02124, was not advanced from one grade level to the next for one or more school years;

B. if the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;

C. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39 (Public School System Accountability), and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
D. if the student is pre kindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
E. is pregnant or is a parent;
F. has been placed in an alternative education program in accordance with Section 37.006 (Removal for Certain Conduct)during the preceding or current school year;
G. has been expelled in accordance with Section 37.007 (Expulsion for Serious Offenses)during the preceding or current school year;
H. is currently on parole, probation, deferred prosecution, or other conditional release;
I. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
J. is an emergent bilingual student, as defined by Section 29.052
K. is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official,officer of the juvenile court, or law enforcement official;
L. is homeless, as defined by 42 U.S.C. Section 11434 (a), and its subsequent amendments;
M. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation; or
N. has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07 (Definitions),Penal Code.
O. is enrolled in a school district or open-enrollment charter school, or a campus of a school district or open-enrollment charter school, that is designated as a dropout recovery schools under TEC, §39.0548; (current school year

At-Risk Criteria Percentages 2023-2024

Campus	Total Students	At Risk		Retained		STAAR Failed Assessment		PK-3 Assessment Performance		Pregnant or Parent		DAEP Placement		Expelled		Prior PEIMS Dropout		Emergent Bilingual/English Learner		DFPS		Homeless		Residential Facility		Dropout Recovery School	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Canyon Pointe EL	762	445	58.4%	8	1.8%	17	3.8%	87	19.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	347	78.0%	2	0.4%	0	0.0%	0	0.0%	0	0
Creekside Forest EL	692	158	22.8%	6	3.8%	1	0.6%	34	21.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	115	72.8%	0	0.0%	0	0.0%	0	0.0%	0	0
Creekside Park J H	1,173	315	26.9%	19	6.0%	79	25.1%	0	0.0%	0	0.0%	3	1.0%	0	0.0%	0	0.0%	195	61.9%	0	0.0%	0	0.0%	0	0.0%	0	0
Creekview EL	911	260	28.5%	7	2.7%	7	2.7%	77	29.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	210	80.8%	1	0.4%	0	0.0%	0	0.0%	0	0
Decker Prairie EL	713	204	28.6%	8	3.9%	16	7.8%	96	47.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	32	15.7%	0	0.0%	0	0.0%	0	0.0%	0	0
Early Excellence Academy	258	150	58.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	143	95.3%	5	3.3%	0	0.0%	0	0.0%	0	0
Grand Lakes J H	984	253	25.7%	24	9.5%	110	43.5%	0	0.0%	0	0.0%	9	3.6%	0	0.0%	0	0.0%	130	51.4%	0	0.0%	1	0.4%	0	0.0%	0	0
Grand Oaks EL	989	262	26.5%	14	5.3%	24	9.2%	127	48.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	95	36.3%	1	0.4%	1	0.4%	0	0.0%	0	0
Lakewood EL	746	201	26.9%	4	2.0%	15	7.5%	84	41.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	78	38.8%	1	0.5%	2	1.0%	0	0.0%	0	0
Northpointe INT	789	202	25.6%	11	5.4%	78	38.6%	0	0.0%	0	0.0%	1	0.5%	0	0.0%	0	0.0%	76	37.6%	3	1.5%	0	0.0%	0	0.0%	0	0
Oakcrest INT	827	244	29.5%	15	6.1%	77	31.6%	0	0.0%	0	0.0%	1	0.4%	0	0.0%	0	0.0%	156	63.9%	0	0.0%	2	0.8%	0	0.0%	0	0
Rosehill EL	680	367	54.0%	7	1.9%	31	8.4%	165	45.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	293	79.8%	3	0.8%	0	0.0%	0	0.0%	0	0
Timber Creek EL	967	320	33.1%	7	2.2%	33	10.3%	71	22.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	233	72.8%	0	0.0%	0	0.0%	0	0.0%	0	0
Tomball EL	779	288	37.0%	16	5.6%	29	10.1%	93	32.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	41	14.2%	3	1.0%	2	0.7%	0	0.0%	0	0
Tomball H S	3,078	991	32.2%	96	9.7%	206	20.8%	0	0.0%	2	0.2%	72	7.3%	1	0.1%	2	0.2%	343	34.6%	8	0.8%	6	0.6%	2	0.2%	0	0
Tomball INT	1,058	408	38.6%	24	5.9%	200	49.0%	0	0.0%	0	0.0%	3	0.7%	1	0.2%	0	0.0%	136	33.3%	2	0.5%	0	0.0%	0	0.0%	0	0
Tomball J H	911	335	36.8%	25	7.5%	194	57.9%	0	0.0%	0	0.0%	5	1.5%	0	0.0%	0	0.0%	131	39.1%	5	1.5%	1	0.3%	2	0.6%	0	0
Tomball Memorial H S	3,141	671	21.4%	65	9.7%	112	16.7%	0	0.0%	1	0.1%	17	2.5%	0	0.0%	4	0.6%	237	35.3%	4	0.6%	2	0.3%	1	0.1%	0	0
Tomball Star Academy	366	47	12.8%	3	6.4%	0	0.0%	0	0.0%	0	0.0%	1	2.1%	0	0.0%	0	0.0%	6	12.8%	0	0.0%	0	0.0%	0	0.0%	0	0
Wildwood EL	879	342	38.9%	4	1.2%	19	5.6%	101	29.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	157	45.9%	0	0.0%	0	0.0%	0	0.0%	0	0
Willow Creek EL	727	225	30.9%	13	5.8%	6	2.7%	85	37.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	115	51.1%	0	0.0%	0	0.0%	0	0.0%	0	0
Willow Wood J H	844	229	27.1%	10	4.4%	73	31.9%	0	0.0%	0	0.0%	4	1.7%	0	0.0%	0	0.0%	106	46.3%	4	1.7%	2	0.9%	0	0.0%	0	0
All Campuses	22,274	6,917	31.1%	386	5.6%	1,327	19.2%	1,020	14.7%	3	0.0%	116	1.7%	2	0.0%	6	0.1%	3,375	48.8%	42	0.6%	19	0.3%	5	0.1%	0	0

State Compensatory Education (SCE)
SCE District Funding and Estimated Expenditures

23-24 State Compensatory Education (SCE) Allotment **Program Intent Codes: 24, 26, 28, 29, 30, 36**	**$9,393,216.00**
Total amount of supplemental financial resources for SCE other than FTE	$76,459.00
Total amount of supplemental FTEs for SCE	$9,316,757.00
Total count of supplemental FTEs for SCE	146

State Compensatory Education (SCE) Assignments

Row Labels	Sum of Count
24	**146**
3RD GRADE MATH/SCI TEACH	1
4TH GRADE MATH/SCI TEACH	1
5TH & 6TH BIL ELA	2
5TH & 6TH BIL MATH	1
5TH BIL ELA	1
5TH/6TH BILINGUAL SCIENCE	1
ACADEMIC SPECIALIST	10
ADV. ACADEMICS SPECIALIST	1
BIL PRE-K COLLAB AIDE	1
BIL PRE-K COLLAB TEACHER	1
BIL SPED SPEC. SUPPORT	1
BILINGUAL TEACHER 1ST GR	4
BILINGUAL TEACHER 2ND GR	6
BILINGUAL TEACHER 3RD GR	3
BILINGUAL TEACHER 4TH GR	2
BILINGUAL TEACHER 5TH GR	2
BILINGUAL TEACHER 6TH GR	2
BILINGUAL TEACHER KINDER	4
BILINGUAL TEACHER PRE-K	1
ESL TEACHER	5
FIRST GRADE TEACHER	1
INSTR AIDE	25
INSTR AIDE IN-SCHOOL SUSP	7
INSTR AIDE-BIL	7
INSTR AIDE-ESL	6
INSTR AIDE-LIBRARY	1
INSTR AIDE-PE	1
INSTR AIDE-PRE-K	1
INSTR AIDE-WORKROOM	1
INSTR SPECIALIST-BIL	4
INSTR SPECIALIST-ESL	6
INSTR SPECIALIST-MATH	6
INSTR SPECIALIST-READING	3
INSTR SPLST-MATH/SCIENCE	1
PHYSICAL EDUCATION TCHR	1
PRE-K COLLAB AIDE	1
PREK COLLABORATIVE TEACH	1
PRE-KINDERGARTEN TEACHER	1
READING SPECIALIST	6
SP ED AIDE-IN-CLASS SUPT	3
TWDL 1ST GRADE BIL	2
TWDL 2ND GRADE BIL	1
TWDL 3RD GRADE BIL	1
TWDL 4TH GRADE	4
TWDL 4TH GRADE SLA/SS	1
TWDL- KINDER BIL	1
TWDL-1ST BIL	2
WORKROOM AIDE-NON-INSTR	1

28	**9**
ADMIN ASST-PRINCIPAL	1
COUNSELOR	1
INSTR AIDE	1
PRINCIPAL	1
SUCCESS ACADEMY TEACHER	1
TAEC TEACHER 9-12	2
TAEC TEACHER ALL SUBJ 5-8	1
TAEC TEACHER SP ED	1
36	**133**
3RD GR ELA/SS TEACH	1
ADMIN ASST-PRINCIPAL	1
ASSISTANT PRINCIPAL	1
BIL PRE-K COLLAB AIDE	6
BIL PRE-K COLLAB TEACHER	3
BILINGUAL TEACHER PRE-K	3
COUNSELOR	1
ECSE AIDE	3
ECSE TEACHER	3
FIRST GRADE TEACHER	4
INSTR AIDE-PE	1
INSTR SPECIALIST-MATH	5
INSTR SPLST-MATH/SCIENCE	1
KINDERGARTEN TEACHER	49
PHYSICAL EDUCATION TCHR	1
PRE-K COLLAB AIDE	20
PREK COLLABORATIVE TEACH	1
PREK COLLABORATIVE TEACH	9
PRE-K/ECSE TEACHER	1
PRE-KINDERGARTEN TEACHER	4
PRINCIPAL	1
RECEPTIONIST	1
SDC TEACHER	2
SECOND GRADE TEACHER	3
SECRETARY-ATTENDANCE	1
SP ED AIDE	1
SP ED AIDE, SLL/ECSE	1
SP ED AIDE-DEVELOPMENTAL	1
SP ED AIDE-IN-CLASS SUPT	1
SP ED AIDE-SLL	1
SP ED TEACHER - ECSE/SLL	1
THIRD GRADE TEACHER	1

STAAR 3-8 SCE At Risk Report 22-23 Compared to 23-24 for All Campuses

Grade Tested 03																
		Math			Reading/ELA			Writing			Science			Social Studies		
		2023	2024	% Diff	2023	2024	% Diff	2023	2024	% Diff	2023	2024	% Diff	2023	2024	% Diff
Masters	At Risk	19.4%	12.9%	-6.5%	19.6%	15.1%	-4.5%									
	Not At Risk	40.4%	36.8%	-3.6%	42.4%	48.8%	6.4%									
	Gap	21	23.9	2.9	22.8	33.7	10.9									
Meets	At Risk	49.2%	40.4%	-8.8%	51.3%	41.7%	-9.6%									
	Not At Risk	69.6%	73.1%	3.5%	79.3%	80.4%	1.1%									
	Gap	20.4	32.7	12.3	28	38.7	10.7									
Approaches	At Risk	75.2%	69.0%	-6.2%	79.0%	74.1%	-4.9%									
	Not At Risk	91.0%	91.6%	0.6%	94.1%	94.9%	0.8%									
	Gap	15.8	22.6	6.8	15.1	20.8	5.7									
Did Not Meet	At Risk	24.8%	31.0%	6.2%	21.0%	25.9%	4.9%									
	Not At Risk	9.0%	8.4%	-0.6%	5.9%	5.1%	-0.8%									
	Gap	-15.8	-22.6	-6.8	-15.1	-20.8	-5.7									

Grade Tested 04																
		Math			Reading/ELA			Writing			Science			Social Studies		
		2023	2024	% Diff	2023	2024	% Diff	2023	2024	% Diff	2023	2024	% Diff	2023	2024	% Diff
Masters	At Risk	21.1%	23.1%	2.0%	18.9%	21.4%	2.5%									
	Not At Risk	52.5%	47.7%	-4.8%	54.1%	53.0%	-1.1%									
	Gap	31.4	24.6	-6.8	35.2	31.6	-3.6									
Meets	At Risk	49.5%	47.4%	-2.1%	45.1%	48.3%	3.2%									
	Not At Risk	81.3%	78.2%	-3.1%	81.7%	84.4%	2.7%									

	Gap	31.8	30.8	-1	36.6	36.1	-0.5										
Approaches	At Risk	73.8%	71.6%	-2.2%	78.9%	79.5%	0.6%										
	Not At Risk	95.0%	92.4%	-2.6%	97.2%	96.5%	-0.7%										
	Gap	21.2	20.8	-0.4	18.3	17	-1.3										
Did Not Meet	At Risk	26.2%	28.4%	2.2%	21.1%	20.5%	-0.6%										
	Not At Risk	5.0%	7.6%	2.6%	2.8%	3.5%	0.7%										
	Gap	-21.2	-20.8	0.4	-18.3	-17	1.3										

Grade Tested 05

		Math			Reading/ELA			Writing			Science			Social Studies		
		2023	2024	% Diff	2023	2024	% Diff	2023	2024	% Diff	2023	2024	% Diff	2023	2024	% Diff
Masters	At Risk	16.1%	17.6%	1.5%	20.2%	19.6%	-0.6%				11.2%	9.3%	-1.9%			
	Not At Risk	46.2%	48.2%	2.0%	53.6%	57.8%	4.2%				39.6%	38.1%	-1.5%			
	Gap	30.1	30.6	0.5	33.4	38.2	4.8				28.4	28.8	0.4			
Meets	At Risk	45.1%	45.3%	0.2%	46.3%	44.6%	-1.7%				28.6%	22.9%	-5.7%			
	Not At Risk	80.9%	82.0%	1.1%	83.2%	84.2%	1.0%				68.0%	67.6%	-0.4%			
	Gap	35.8	36.7	0.9	36.9	39.6	2.7				39.4	44.7	5.3			
Approaches	At Risk	79.5%	73.7%	-5.8%	73.3%	73.1%	-0.2%				61.9%	58.9%	-3.0%			
	Not At Risk	96.1%	95.2%	-0.9%	95.7%	96.2%	0.5%				90.8%	90.5%	-0.3%			
	Gap	16.6	21.5	4.9	22.4	23.1	0.7				28.9	31.6	2.7			
Did Not Meet	At Risk	20.5%	26.3%	5.8%	26.7%	26.9%	0.2%				38.1%	41.1%	3.0%			
	Not At Risk	3.9%	4.8%	0.9%	4.3%	3.8%	-0.5%				9.2%	9.5%	0.3%			
	Gap	-16.6	-21.5	-4.9	-22.4	-23.1	-0.7				-28.9	-31.6	-2.7			

Grade Tested 06

		Math			Reading/ELA			Writing			Science			Social Studies		
		2023	2024	% Diff	2023	2024	% Diff	2023	2024	% Diff	2023	2024	% Diff	2023	2024	% Diff
Masters	At Risk	15.7%	13.7%	-2.0%	15.7%	18.9%	3.2%									
	Not At Risk	46.6%	44.3%	-2.3%	51.7%	58.6%	6.9%									

	Gap	30.9	30.6	-0.3	36	39.7	3.7										
Meets	At Risk	39.6%	38.6%	-1.0%	46.6%	50.5%	3.9%										
	Not At Risk	78.4%	79.7%	1.3%	86.0%	89.7%	3.7%										
	Gap	38.8	41.1	2.3	39.4	39.2	-0.2										
Approaches	At Risk	76.3%	73.4%	-2.9%	73.3%	72.6%	-0.7%										
	Not At Risk	96.4%	95.9%	-0.5%	96.8%	96.9%	0.1%										
	Gap	20.1	22.5	2.4	23.5	24.3	0.8										
Did Not Meet	At Risk	23.7%	26.6%	2.9%	26.7%	27.4%	0.7%										
	Not At Risk	3.6%	4.1%	0.5%	3.2%	3.1%	-0.1%										
	Gap	-20.1	-22.5	-2.4	-23.5	-24.3	-0.8										

Grade Tested 07

		Math			Reading/ELA			Writing			Science			Social Studies		
		2023	2024	% Diff	2023	2024	% Diff	2023	2024	% Diff	2023	2024	% Diff	2023	2024	% Diff
Masters	At Risk	6.3%	9.0%	2.7%	15.3%	22.2%	6.9%									
	Not At Risk	31.1%	26.8%	-4.3%	58.3%	60.0%	1.7%									
	Gap	24.8	17.8	-7	43	37.8	-5.2									
Meets	At Risk	36.6%	35.7%	-0.9%	42.2%	46.5%	4.3%									
	Not At Risk	78.6%	67.0%	-11.6%	88.9%	83.7%	-5.2%									
	Gap	42	31.3	-10.7	46.7	37.2	-9.5									
Approaches	At Risk	70.5%	55.4%	-15.1%	76.9%	68.3%	-8.6%									
	Not At Risk	95.5%	84.8%	-10.7%	97.6%	95.4%	-2.2%									
	Gap	25	29.4	4.4	20.7	27.1	6.4									
Did Not Meet	At Risk	29.5%	44.6%	15.1%	23.1%	31.7%	8.6%									
	Not At Risk	4.5%	15.2%	10.7%	2.4%	4.6%	2.2%									
	Gap	-25	-29.4	-4.4	-20.7	-27.1	-6.4									

Grade Tested 08																
		Math			Reading/ELA			Writing			Science			Social Studies		
		2023	2024	% Diff	2023	2024	% Diff	2023	2024	% Diff	2023	2024	% Diff	2023	2024	% Diff
Masters	At Risk	9.5%	15.6%	6.1%	13.6%	18.2%	4.6%				7.3%	8.6%	1.3%	7.7%	9.2%	1.5%
	Not At Risk	39.6%	37.4%	-2.2%	59.7%	60.7%	1.0%				39.4%	38.7%	-0.7%	40.9%	40.5%	-0.4%
	Gap	30.1	21.8	-8.3	46.1	42.5	-3.6				32.1	30.1	-2	33.2	31.3	-1.9
Meets	At Risk	48.1%	49.0%	0.9%	49.0%	49.3%	0.3%				41.4%	35.0%	-6.4%	24.3%	23.7%	-0.6%
	Not At Risk	81.0%	78.3%	-2.7%	88.4%	89.3%	0.9%				81.6%	75.4%	-6.2%	67.6%	65.6%	-2.0%
	Gap	32.9	29.3	-3.6	39.4	40	0.6				40.2	40.4	0.2	43.3	41.9	-1.4
Approaches	At Risk	78.4%	79.7%	1.3%	83.0%	75.9%	-7.1%				76.5%	67.9%	-8.6%	56.8%	54.9%	-1.9%
	Not At Risk	95.8%	95.4%	-0.4%	97.9%	97.1%	-0.8%				95.3%	93.9%	-1.4%	91.6%	90.7%	-0.9%
	Gap	17.4	15.7	-1.7	14.9	21.2	6.3				18.8	26	7.2	34.8	35.8	1
Did Not Meet	At Risk	21.6%	20.3%	-1.3%	17.0%	24.1%	7.1%				23.5%	32.1%	8.6%	43.2%	45.1%	1.9%
	Not At Risk	4.2%	4.6%	0.4%	2.1%	2.9%	0.8%				4.7%	6.1%	1.4%	8.4%	9.3%	0.9%
	Gap	-17.4	-15.7	1.7	-14.9	-21.2	-6.3				-18.8	-26	-7.2	-34.8	-35.8	-1

EOC		Algebra 1			English 1			English 2			Biology			US History		
		2023	2024	% Diff	2023	2024	% Diff	2023	2024	% Diff	2023	2024	% Diff	2023	2024	% Diff
Masters	At Risk	25.8%	34.3%	8.5	5.1%	7.8%	2.7	1.0%	1.7%	0.7	14.1%	15.0%	0.9	34.2%	28.3%	-5.9
	Not At Risk	71.0%	71.5%	0.5	45.1%	47.7%	2.6	26.3%	26.4%	0.1	60.2%	50.0%	-10.2	82.5%	76.9%	-5.6
	Gap	45.2%	37.2%	-8	40.0%	39.9%	-0.1	25.3%	24.7%	-0.6	46.1%	35.0%	-11.1	48.3%	48.6%	0.3
Meets	At Risk	57.6%	60.5%	2.9	51.3%	49.4%	-1.9	45.0%	49.1%	4.1	57.6%	60.4%	2.8	70.5%	64.2%	-6.3
	Not At Risk	89.3%	91.2%	1.9	90.9%	91.0%	0.1	93.3%	92.0%	-1.3	91.5%	92.8%	1.3	97.9%	95.7%	-2.2
	Gap	31.7%	30.7%	-1	39.6%	41.6%	2	48.3%	42.9%	-5.4	33.9%	32.4%	-1.5	27.4%	31.5%	4.1
Approaches	At Risk	88.3%	90.4%	2.1	75.0%	64.4%	-10.6	73.4%	64.0%	-9.4	93.6%	93.3%	-0.3	94.0%	93.9%	-0.1
	Not At Risk	97.2%	97.9%	0.7	96.0%	95.7%	-0.3	97.7%	95.7%	-2	99.2%	98.8%	-0.4	99.7%	99.4%	-0.3
	Gap	8.9%	7.5%	-1.4	21.0%	31.3%	10.3	24.3%	31.7%	7.4	5.6%	5.5%	-0.1	5.7%	5.5%	-0.2
Did Not Meet	At Risk	13.8%	9.6%	-4.2	33.6%	35.6%	2	35.1%	36.0%	0.9	11.6%	6.7%	-4.9	7.8%	6.1%	-1.7
	Not At Risk	3.3%	2.1%	-1.2	5.2%	4.3%	-0.9	3.0%	4.3%	1.3	1.0%	1.2%	0.2	0.4%	0.6%	0.2
	Gap	-10.5%	-7.5%	3	-28.4%	-31.3%	-2.9	-32.1%	-31.7%	0.4	-10.6%	-5.5%	5.1	-7.4%	-5.5%	1.9

SCE Dropout Prevention

Tomball ISD Strategies for Dropout Prevention
Aligned to NDPC/N Strategies

The National Dropout Prevention Center and Network (NDPC/N) has conducted and analyzed research; sponsored workshops and national conferences; and collaborated with researchers, policymakers, and practitioners to further the mission of reducing America's dropout rate by meeting the needs of youth in at-risk situations, including students with disabilities.

Students report a variety of reasons for dropping out of school; therefore, the solutions are multidimensional. NDPC has identified Effective Strategies that have the most positive impact on reducing school dropout. These strategies appear to be independent, but actually work well together and frequently overlap. Although they can be implemented as stand-alone strategies, positive outcomes will result when school districts or other agencies develop program improvement plans that encompass most or all of these strategies. These strategies have been successful at all school levels from PK-12 and in rural, suburban, and urban settings. These strategies are grouped into four general categories: Foundational strategies (school-community perspective), early interventions, basic core strategies, and managing and improving instruction.

Foundational Strategies

Systemic Approach: A continuing process of evaluating goals and objectives related to school policies, practices, and organizational structures as they impact a diverse group of learners.

School-Community Collaboration: When all groups in a community provide collective support to the school, a strong infrastructure sustains a caring supportive environment where youth can thrive and achieve.

Safe Learning Environments: A comprehensive violence prevention plan, including conflict resolution, must deal with potential violence as well as crisis management. A safe learning environment provides daily experiences, at all grade levels, that enhance positive social attitudes and effective interpersonal skills in all students.

Early Interventions

Family Engagement: Research consistently finds that family engagement has a direct, positive effect on children's achievement and is the most accurate predictor of a student's success in school.

Early Childhood Education: Birth-to-five interventions demonstrate that providing a child additional enrichment can enhance brain development. The most effective way to reduce the number of children who will ultimately drop out is to provide the best possible classroom instruction from the beginning of their school experience through the primary grades.

Early Literacy Development: Early interventions to help low-achieving students improve their reading and writing skills establish the necessary foundation for effective learning in all other subjects.

Basic Core Strategies

Mentoring/Tutoring: Mentoring is a one-to-one caring, supportive relationship between a mentor and a mentee that is based on trust. Tutoring, also a one-to-one activity, focuses on academics and is an effective practice when addressing specific needs such as reading, writing, or math competencies.

Service-Learning: Service-learning connects meaningful community service experiences with academic learning. This teaching/learning method promotes personal and social growth, career development, and civic responsibility and can be a powerful vehicle for effective school reform at all grade levels.

Alternative Schooling: Alternative schooling provides potential dropouts a variety of options that can lead to graduation, with programs paying special attention to the student's individual social needs and academic requirements for a high school diploma.

After-School/Out-of-School Opportunities: Many schools provide after-school and summer enhancement programs that eliminate information loss and inspire interest in a variety of areas. Such experiences are especially important for students at risk of school failure because these programs fill the afternoon "gap time" with constructive and engaging activities.

Managing and Improving Instruction

Professional Development: Teachers who work with youth at high risk of academic failure need to feel supported and have an avenue by which they can continue to develop skills, techniques, and learn about innovative strategies.

Active Learning: Active learning embraces teaching and learning strategies that engage and involve students in the learning process. Students find new and creative ways to solve problems, achieve success, and become lifelong learners when educators show them that there are different ways to learn.

Educational Technology: Technology offers some of the best opportunities for delivering instruction to engage students in authentic learning, addressing multiple intelligences, and adapting to students' learning styles.
Individualized Instruction: Each student has unique interests and past learning experiences. An individualized instructional program for each student allows for flexibility in teaching methods and motivational strategies to consider these individual differences.

Career and Technical Education (CTE): A quality CTE program and a related guidance program are essential for all students. School-to-work programs recognize that youth need specific skills to prepare them to measure up to the larger demands of today's workplace.

Additional information and strategies related to dropout prevention along with recovery resources are available at TEA's page: Support for At-Risk Schools and Students.

NDPC/N Strategy	Major Tomball ISD Department/Program	Contact(s)
FOUNDATIONAL STRATEGIES		
Systemic Approach	Superintendent, Cabinet, Board	Chief of Staff
School-Community Collaboration	Strategic Partnerships Agency collaboration Communications	Coordinator Community Engagement
Safe Learning Environments	Counseling:Socio-Emotional Health District Support	Dir. Guidance/Counseling Dir. School Operations
EARLY INTERVENTIONS		
Family Engagement	Federal Programs - Title I, Tomball ISD Communications Dept, Translation Services	Director of Federal Programs
Early Childhood Education	PreKindergarten	Asst. Superintendent of Elementary Schools; Director of Elementary ELA
Early Literacy Development	Curriculum & Instruction, Literacy Plan	Director of Elementary ELA
BASIC CORE STRATEGIES		
Mentoring/Tutoring	Success Academies	Director of Guidance and Counseling
Service Learning	Curriculum & Instruction, Project-based Learning	Asst. Superintendent of Strategic Initiatives
Alternative Schooling	Tomball Connections Academy, Early College High School	Dean of Student Advancement
After School/Out of School Opportunities	Co-curricular, Summer School	School Support Officer Secondary Schools
MANAGING AND IMPROVING INSTRUCTION		
Professional Development	Staff Development	Asst. Sup of Strategic Initiatives
Active Learning	Curriculum & Instruction Professional Development Special Populations	Chief Academic Officer Dir. Secondary ELA/Adv Academics Dir. Special Ed
Educational Technology	Curriculum & Instruction	Director Digital Learning
Career and Technical Education (CTE)	CTE	Director of CTE

Emergent Bilingual: Bilingual Education and English as a Second Language

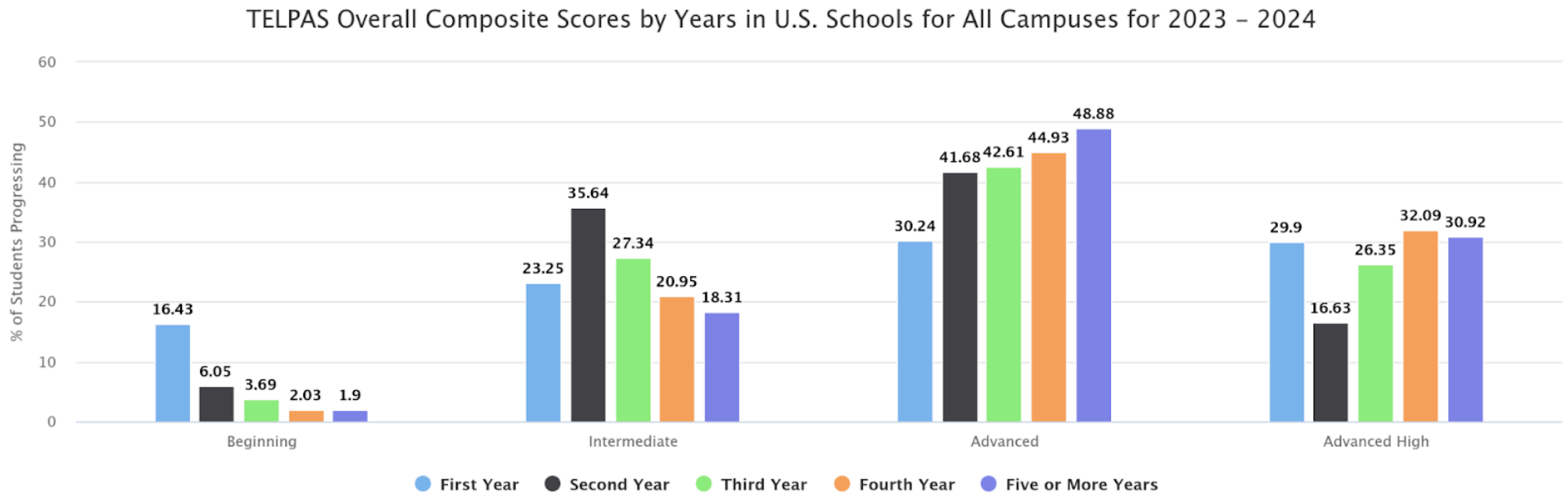
Emergent Bilingual Program Participation

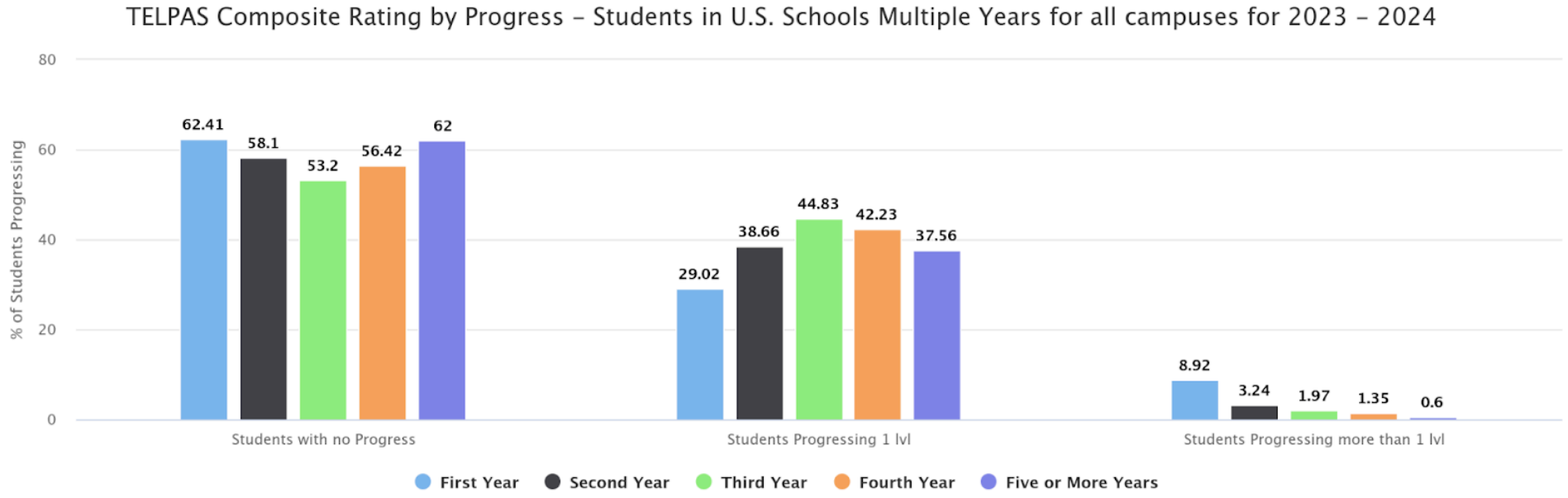
Campus	2019 - 2020			2020 - 2021			2021 - 2022			2022 - 2023			2023 - 2024		
	EB	Total	%	EB	Total	%	EB	Total	%	EB	Total	%	EB	Total	%
Canyon Pointe EL	275	782	35.2	289	772	37.4	322	790	40.8	343	787	43.6	347	762	45.5
Creekside Forest EL	42	571	7.4	42	536	7.8	63	572	11.0	95	656	14.5	115	692	16.6
Creekside Park J H	74	879	8.4	79	946	8.4	120	1076	11.2	165	1162	14.2	195	1174	16.6
Creekview EL	108	822	13.1	143	894	16.0	202	1022	19.8	201	910	22.1	210	911	23.1
Decker Prairie EL	20	658	3.0	26	620	4.2	27	736	3.7	41	755	5.4	32	713	4.5
Early Excellence Academy													143	258	55.4
Grand Lakes J H							114	937	12.2	130	969	13.4	130	984	13.2
Grand Oaks EL				55	583	9.4	79	867	9.1	104	979	10.6	95	989	9.6
Lakewood EL	85	913	9.3	66	783	8.4	75	816	9.2	69	788	8.8	78	746	10.5
Northpointe INT	36	754	4.8	62	721	8.6	67	735	9.1	72	774	9.3	76	789	9.6
Oakcrest INT	106	793	13.4	115	786	14.6	113	761	14.8	116	788	14.7	156	827	18.9
Rosehill EL	304	742	41.0	295	659	44.8	312	653	47.8	323	695	46.5	293	680	43.1
Timber Creek EL	87	661	13.2	80	618	12.9	125	730	17.1	189	933	20.3	233	967	24.1
Tomball EL	47	716	6.6	41	701	5.8	52	803	6.5	53	827	6.4	41	779	5.3
Tomball H S	99	2,230	4.4	131	2,341	5.6	172	2,562	6.7	240	2,801	8.6	343	3,082	11.1
Tomball INT	123	791	15.5	127	824	15.4	152	893	17.0	163	988	16.5	136	1058	12.9
Tomball J H	72	839	8.6	97	846	11.5	84	800	10.5	93	828	11.2	131	911	14.4
Tomball J J A E P Campus	0	1	0.0												
Tomball Memorial H S	57	2406	2.4	91	2556	3.6	126	2755	4.6	178	2994	5.9	237	3141	7.5
Tomball Star Academy	3	291	1.0	4	401	1.0	2	353	0.6	7	337	2.1	6	366	1.6
Wildwood EL	116	1149	10.1	96	805	11.9	112	838	13.4	145	871	16.6	157	879	17.9
Willow Creek EL	105	797	13.2	95	734	12.9	83	734	11.3	100	752	13.3	115	727	15.8
Willow Wood J H	65	1499	4.3	107	1542	6.9	71	829	8.6	89	834	10.7	106	844	12.6
Tomball ISD	1824	18294	10.0	2041	18668	10.9	2473	20262	12.2	2916	21428	13.6	3375	22279	15.1

Emergent Bilingual Outcomes

STAAR 3-8	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
Math									
Did Not Meet	**21.37%**	**17.12%**	**15.28%**	**17.48%**	**0.00%**	**25.89%**	**19.25%**	**17.98%**	**21.14%**
Approaches	80.38%	84.79%	86.65%	84.34%	0.00%	74.11%	80.75%	82.02%	78.86%
Meets	46.22%	52.88%	49.55%	50.24%	0.00%	42.86%	49.65%	56.40%	53.63%
Masters	19.48%	24.79%	21.69%	24.64%	0.00%	20.13%	24.86%	22.48%	21.50%
Reading									
Did Not Meet	**27.74%**	**29.88%**	**27.02%**	**31.97%**	**0.00%**	**33.62%**	**20.28%**	**18.51%**	**21.57%**
Approaches	76.06%	73.94%	75.03%	72.38%	0.00%	66.38%	79.72%	81.49%	78.43%
Meets	36.06%	36.70%	41.36%	35.59%	0.00%	33.72%	50.77%	55.81%	54.96%
Masters	17.52%	18.28%	18.18%	17.25%	0.00%	15.76%	29.26%	23.72%	24.67%
Social Studies									
Did Not Meet	**56.52%**	**47.69%**	**50.79%**	**54.93%**	**0.00%**	**62.38%**	**50.63%**	**46.00%**	**38.57%**
Approaches	43.48%	52.31%	49.21%	45.07%	0.00%	37.62%	49.38%	54.00%	61.44%
Meets	8.70%	16.92%	17.46%	9.86%	0.00%	7.92%	23.75%	27.50%	27.80%
Masters	4.35%	6.15%	7.94%	7.04%	0.00%	3.96%	11.25%	10.50%	11.66%
Science									
Did Not Meet	**36.81%**	**33.50%**	**34.27%**	**27.49%**	**0.00%**	**37.98%**	**25.99%**	**27.64%**	**31.17%**
AApproaches	63.19%	66.50%	65.73%	72.51%	0.00%	62.02%	74.01%	72.36%	68.83%
Meets	23.93%	36.55%	29.58%	34.66%	0.00%	27.18%	42.33%	38.40%	38.06%
Masters	8.59%	10.66%	14.55%	14.74%	0.00%	9.41%	20.79%	13.71%	13.77%

EOCs	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024
Algebra 1					
Did Not Meet	**0.00%**	**13.04%**	**9.30%**	**11.11%**	**8.98%**
Approaches	0.00%	86.96%	90.70%	88.89%	91.02%
Meets	0.00%	53.26%	56.59%	62.96%	61.22%
Masters	0.00%	39.13%	31.01%	29.63%	40.00%
English 1					
Did Not Meet	**0.00%**	**52.13%**	**56.12%**	**28.76%**	**39.84%**
Approaches	0.00%	47.87%	43.88%	71.24%	60.16%
Meets	0.00%	20.21%	27.34%	46.46%	46.48%
Masters	0.00%	3.19%	0.00%	4.87%	8.98%
English 2					
Did Not Meet	**0.00%**	**52.00%**	**40.57%**	**37.58%**	**41.46%**
Approaches	0.00%	48.00%	59.43%	62.42%	58.54%
Meets	0.00%	25.33%	33.02%	27.39%	44.88%
Masters	0.00%	0.00%	1.89%	0.00%	0.00%
Biology					
Did Not Meet	**0.00%**	**21.28%**	**20.93%**	**7.54%**	**7.46%**
Approaches	0.00%	78.72%	79.07%	92.46%	92.54%
Meets	0.00%	35.11%	44.96%	49.25%	57.46%
Masters	0.00%	6.38%	6.20%	12.56%	17.11%
US History					
Did Not Meet	**0.00%**	**26.67%**	**14.93%**	**10.58%**	**8.40%**
Approaches	0.00%	73.33%	85.07%	89.42%	91.60%
Meets	0.00%	51.11%	62.69%	59.62%	51.15%
Masters	0.00%	22.22%	34.33%	32.69%	17.56%


TELPAS Overall Composite Scores by Years in U.S. Schools for All Campuses for 2023 - 2024
% of Students Progressing
60
50
40
30
20
10
0
16.43
6.05
3.69
2.03
1.9
23.25
35.64
27.34
20.95
18.31
30.24
41.68
42.61
44.93
48.88
29.9
16.63
26.35
32.09
30.92
Beginning
Intermediate
Advanced
Advanced High
First Year
Second Year
Third Year
Fourth Year
Five or More Years


TELPAS Composite Rating by Progress - Students in U.S. Schools Multiple Years for all campuses for 2023 - 2024
% of Students Progressing
80
60
40
20
0
62.41
58.1
53.2
56.42
62
29.02
38.66
44.83
42.23
37.56
8.92
3.24
1.97
1.35
0.6
Students with no Progress
Students Progressing 1 lvl
Students Progressing more than 1 lvl
First Year
Second Year
Third Year
Fourth Year
Five or More Years

Bilingual Education Allotment (BEA) - State Funds

Statutory Authority: Texas Education Code §48.105 Bilingual Education Allotment (BEA)

Districts are required to spend at least 55% of BEA in providing bilingual education or English as a second language (ESL) programs through direct program costs.

BEA funds may be used only for the following:

- Program and student evaluation
- Instructional materials and equipment
- Staff development
- Supplemental staff expenses
- Salary supplements for teachers
- Incremental costs associated with providing smaller class sizes, and
- Other supplies required for quality instruction

Direct Costs: are costs that can be directly and wholly attributed to a specific fund, function, object, organization, or program intent.

Bilingual Education Allotment (BEA) Weights *Identified EB students whose parents have denied program services do not generate BEA funding*	
0.1	**Emergent Bilingual students** in average daily attendance in a standard or alternative bilingual education or an ESL program.
0.15	Emergent Bilingual student in average daily attendance in a dual language immersion one-way or two-way program model.
0.05	**Non-emergent bilingual student and reclassified emergent bilingual students** in average daily attendance in a dual language immersion two-way program model.

Indirect Costs: are costs incurred for a common or joint purpose benefitting more than one cost objective, and not readily assignable to the cost objectives specifically benefited, without effort disproportionate to the results achieved.

Row Labels	Sum of Count
25	87
3RD GRADE MATH/SCI TEACH	1
4TH GRADE MATH/SCI TEACH	1
5TH & 6TH BIL ELA	2
5TH & 6TH BIL MATH	1
5TH BIL ELA	1
5TH/6TH BILINGUAL SCIENCE	1
5TH-SCIENCE/SOC STUDIES	1
ASSISTANT PRINCIPAL	1
BIL PRE-K COLLAB TEACHER	1
BIL SPED SPEC. SUPPORT	2
BILINGUAL TEACHER 1ST GR	4
BILINGUAL TEACHER 2ND GR	3
BILINGUAL TEACHER 3RD GR	3
BILINGUAL TEACHER 4TH GR	3
BILINGUAL TEACHER 5TH GR	2
BILINGUAL TEACHER KINDER	3
BILINGUAL TEACHER PRE-K	1
DIAGNOSTICIAN	3
INSTR AIDE-BIL	11
INSTR AIDE-ESL	7
INSTR SPECIALIST-BIL	3
INSTR SPECIALIST-BIL/ESL	1
PREK COLLABORATIVE TEACH	1
READING INTERVENT - ESSER	1
SP ED TCHR-BILINGUAL	1
SPED DEVELOP TEACH BIL	1
SPEECH PATH-ASSISTANT	2
SPEECH PATHOLOGIST	1
TWDL 1ST GRADE BIL	2
TWDL 2ND GRADE BIL	4
TWDL 3RD GRADE BIL	1
TWDL 4TH GRADE	3
TWDL 4TH GRADE SLA/SS	1
TWDL 5TH GRADE - ELA/SS	1
TWDL BIL AIDE	1
TWDL- KINDER BIL	4
TWDL KINDER BIL	1
TWDL-1ST BIL	3
TWDL 3RD GRADE BIL	1
THIRD GRADE TEACHER	1
TWDL 2ND GRADE BIL	1
Grand Total	87

Districts that apply for a Bilingual Education Exception and/or ESL Waiver must assure that they will use a minimum 10% of their total BEA funds for their Comprehensive Professional Development Plan per §89.1207 (a)(2)(D).

The 10% is applied to the 55% of BEA Direct Program Costs.

Bilingual Education Allotment (BEA)
District Funding and Estimated Expenditures

24-25 Bilingual Education Allotment (BEA) Program Intent Codes: 25	**$660,639.00**
Total amount of supplemental financial resources for BEA other than FTE	$47,150.00
Total amount of supplemental FTEs for BEA	$613,489.00
Total count of supplemental FTEs for BEA	87

ESSA Title I, Part A - Improving Basic Programs

Title I, Part A – Improving Basic Programs Operated By Local Educational Agencies—of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015, provides supplemental funding to state and local educational agencies to acquire additional education resources at schools serving high concentrations of students from low-income homes. These resources are used to improve the quality of education programs and ensure students from low-income families have opportunities to meet challenging state assessments.

Title I, Part A schools implement either a Schoolwide program or a Targeted Assistance program. Both Title I, Part A models — Schoolwide and Targeted Assistance — use evidence-based methods and instructional strategies.

Economically Disadvantaged Identification

Campus	2019 - 2020			2020 - 2021			2021 - 2022			2022 - 2023			2023 - 2024		
	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent
Canyon Pointe EL	250	782	31.97%	246	772	31.87%	305	790	38.61%	353	787	44.85%	363	762	47.64%
Creekside Forest EL	6	571	1.05%	15	536	2.80%	34	572	5.94%	59	656	8.99%	37	692	5.35%
Creekside Park J H	66	879	7.51%	65	946	6.87%	130	1,076	12.08%	165	1,162	14.20%	160	1,174	13.63%
Creekview EL	54	822	6.57%	65	894	7.27%	105	1,022	10.27%	133	910	14.62%	133	911	14.60%
Decker Prairie EL	259	658	39.36%	228	620	36.77%	295	736	40.08%	305	755	40.40%	272	713	38.15%
Early Excellence Academy	-	-	-	-	-	-	-	-	-	-	-	-	172	258	66.67%
Grand Lakes J H	-	-	-	-	-	-	256	937	27.32%	283	969	29.21%	317	984	32.22%
Grand Oaks EL	-	-	-	115	583	19.73%	215	867	24.80%	280	979	28.60%	268	989	27.10%
Lakewood EL	208	913	22.78%	177	783	22.61%	221	816	27.08%	234	788	29.70%	192	746	25.74%
Northpointe INT	160	754	21.22%	144	721	19.97%	197	735	26.80%	235	774	30.36%	223	789	28.26%
Oakcrest INT	169	793	21.31%	175	786	22.26%	196	761	25.76%	223	788	28.30%	245	827	29.63%
Rosehill EL	375	742	50.54%	330	659	50.08%	373	653	57.12%	392	695	56.40%	370	680	54.41%
Timber Creek EL	48	661	7.26%	36	618	5.83%	87	730	11.92%	145	933	15.54%	145	967	14.99%
Tomball EL	371	716	51.82%	386	701	55.06%	449	803	55.92%	466	827	56.35%	434	779	55.71%
Tomball H S	578	2,230	25.92%	627	2,341	26.78%	850	2,562	33.18%	951	2,801	33.95%	1,045	3,082	33.91%
Tomball INT	354	791	44.75%	365	824	44.30%	414	893	46.36%	458	988	46.36%	465	1,058	43.95%
Tomball J H	317	839	37.78%	345	846	40.78%	382	800	47.75%	387	828	46.74%	414	911	45.44%
Tomball J J A E P Campus	0	1	0.00%	-	-	-	-	-	-	-	-	-	-	-	-
Tomball Memorial H S	412	2,406	17.12%	428	2,556	16.74%	640	2,755	23.23%	832	2,994	27.79%	876	3,141	27.89%
Tomball Star Academy	61	291	20.96%	86	401	21.45%	97	353	27.48%	107	337	31.75%	109	366	29.78%
Wildwood EL	223	1,149	19.41%	127	805	15.78%	152	838	18.14%	188	871	21.58%	200	879	22.75%
Willow Creek EL	156	797	19.57%	162	734	22.07%	195	734	26.57%	269	752	35.77%	280	727	38.51%
Willow Wood J H	315	1,499	21.01%	314	1,542	20.36%	230	829	27.74%	262	834	31.41%	281	844	33.29%
Tomball ISD	4,382	18,294	23.95%	4,436	18,668	23.76%	5,823	20,262	28.74%	6,727	21,428	31.39%	7,001	22,279	31.42%

Economically Disadvantaged Outcomes

Grade Tested 03													
		Math			Reading/ELA			Science			Social Studies		
		2023	2024	% Diff	2023	2024	% Diff	2023	2024	% Diff	2023	2024	% Diff
Masters	Eco Dis	16.6%	14.1%	-2.5%	23.0%	20.2%	-2.8%						
	Not Eco Dis	43.1%	36.7%	-6.4%	42.3%	46.9%	4.6%						
	Gap	26.5	22.6	-3.9	19.3	26.7	7.4						
Meets	Eco Dis	44.2%	44.0%	-0.2%	53.6%	48.9%	-4.7%						
	Not Eco Dis	73.1%	72.0%	-1.1%	80.1%	77.6%	-2.5%						
	Gap	28.9	28	-0.9	26.5	28.7	2.2						
Approaches	Eco Dis	75.2%	70.5%	-4.7%	80.5%	77.8%	-2.7%						
	Not Eco Dis	92.0%	91.3%	-0.7%	94.4%	93.4%	-1.0%						
	Gap	16.8	20.8	4	13.9	15.6	1.7						
Did Not Meet	Eco Dis	24.8%	29.5%	4.7%	19.5%	22.2%	2.7%						
	Not Eco Dis	8.0%	8.7%	0.7%	5.6%	6.6%	1.0%						
	Gap	-16.8	-20.8	-4	-13.9	-15.6	-1.7						

Grade Tested 04													
		Math			Reading/ELA			Science			Social Studies		
		2023	2024	% Diff	2023	2024	% Diff	2023	2024	% Diff	2023	2024	% Diff
Masters	Eco Dis	26.2%	20.8%	-5.4%	28.3%	25.3%	-3.0%						
	Not Eco Dis	51.7%	48.9%	-2.8%	51.7%	51.6%	-0.1%						
	Gap	25.5	28.1	2.6	23.4	26.3	2.9						
Meets	Eco Dis	57.9%	50.0%	-7.9%	55.6%	56.0%	0.4%						
	Not Eco Dis	79.1%	77.4%	-1.7%	78.9%	81.4%	2.5%						
	Gap	21.2	27.4	6.2	23.3	25.4	2.1						
Approaches	Eco Dis	82.3%	74.7%	-7.6%	85.1%	84.3%	-0.8%						
	Not Eco Dis	92.3%	91.2%	-1.1%	95.5%	94.6%	-0.9%						

	Gap	10	16.5	6.5	10.4	10.3	-0.1						
Did Not Meet	Eco Dis	17.7%	25.3%	7.6%	14.9%	15.7%	0.8%						
	Not Eco Dis	7.7%	8.8%	1.1%	4.5%	5.4%	0.9%						
	Gap	-10	-16.5	-6.5	-10.4	-10.3	0.1						

Grade Tested 05

		Math			Reading/ELA			Science			Social Studies		
		2023	2024	% Diff	2023	2024	% Diff	2023	2024	% Diff	2023	2024	% Diff
Masters	Eco Dis	20.5%	20.5%	0.0%	26.4%	26.8%	0.4%	18.4%	13.2%	-5.2%			
	Not Eco Dis	45.2%	47.4%	2.2%	51.9%	55.4%	3.5%	37.3%	37.0%	-0.3%			
	Gap	24.7	26.9	2.2	25.5	28.6	3.1	18.9	23.8	4.9			
Meets	Eco Dis	52.0%	57.8%	5.8%	53.8%	55.0%	1.2%	36.1%	34.9%	-1.2%			
	Not Eco Dis	79.0%	77.4%	-1.6%	81.0%	80.6%	-0.4%	65.9%	63.4%	-2.5%			
	Gap	27	19.6	-7.4	27.2	25.6	-1.6	29.8	28.5	-1.3			
Approaches	Eco Dis	83.5%	81.2%	-2.3%	79.1%	80.9%	1.8%	68.5%	68.8%	0.3%			
	Not Eco Dis	94.8%	92.4%	-2.4%	93.8%	93.4%	-0.4%	88.7%	87.0%	-1.7%			
	Gap	11.3	11.2	-0.1	14.7	12.5	-2.2	20.2	18.2	-2			
Did Not Meet	Eco Dis	16.5%	18.8%	2.3%	20.9%	19.1%	-1.8%	31.5%	31.2%	-0.3%			
	Not Eco Dis	5.2%	7.6%	2.4%	6.2%	6.6%	0.4%	11.3%	13.0%	1.7%			
	Gap	-11.3	-11.2	0.1	-14.7	-12.5	2.2	-20.2	-18.2	2			

Grade Tested 06

		Math			Reading/ELA			Science			Social Studies		
		2023	2024	% Diff	2023	2024	% Diff	2023	2024	% Diff	2023	2024	% Diff
Masters	Eco Dis	22.0%	20.2%	-1.8%	21.0%	26.2%	5.2%						
	Not Eco Dis	43.2%	40.8%	-2.4%	48.6%	54.6%	6.0%						
	Gap	21.2	20.6	-0.6	27.6	28.4	0.8						
Meets	Eco Dis	47.8%	49.8%	2.0%	54.8%	61.7%	6.9%						
	Not Eco Dis	74.0%	74.0%	0.0%	81.6%	84.0%	2.4%						
	Gap	26.2	24.2	-2	26.8	22.3	-4.5						

Approaches	Eco Dis	79.9%	79.0%	-0.9%	77.5%	80.1%	2.6%						
	Not Eco Dis	94.5%	93.0%	-1.5%	94.5%	93.2%	-1.3%						
	Gap	14.6	14	-0.6	17	13.1	-3.9						
Did Not Meet	Eco Dis	20.1%	21.0%	0.9%	22.5%	19.9%	-2.6%						
	Not Eco Dis	5.5%	7.0%	1.5%	5.5%	6.8%	1.3%						
	Gap	-14.6	-14	0.6	-17	-13.1	3.9						

Grade Tested 07

		Math			Reading/ELA			Science			Social Studies		
		2023	2024	% Diff	2023	2024	% Diff	2023	2024	% Diff	2023	2024	% Diff
Masters	Eco Dis	14.2%	12.6%	-1.6%	27.0%	28.9%	1.9%						
	Not Eco Dis	27.1%	25.8%	-1.3%	52.7%	58.7%	6.0%						
	Gap	12.9	13.2	0.3	25.7	29.8	4.1						
Meets	Eco Dis	51.1%	40.4%	-10.7%	58.8%	54.3%	-4.5%						
	Not Eco Dis	71.2%	66.0%	-5.2%	81.1%	81.7%	0.6%						
	Gap	20.1	25.6	5.5	22.3	27.4	5.1						
Approaches	Eco Dis	78.3%	61.1%	-17.2%	84.1%	76.4%	-7.7%						
	Not Eco Dis	91.4%	83.3%	-8.1%	94.3%	92.8%	-1.5%						
	Gap	13.1	22.2	9.1	10.2	16.4	6.2						
Did Not Meet	Eco Dis	21.7%	38.9%	17.2%	15.9%	23.6%	7.7%						
	Not Eco Dis	8.6%	16.7%	8.1%	5.7%	7.2%	1.5%						
	Gap	-13.1	-22.2	-9.1	-10.2	-16.4	-6.2						

Grade Tested 08

		Math			Reading/ELA			Science			Social Studies		
		2023	2024	% Diff	2023	2024	% Diff	2023	2024	% Diff	2023	2024	% Diff
Masters	Eco Dis	14.6%	20.6%	6.0%	24.4%	30.3%	5.9%	13.7%	16.5%	2.8%	13.7%	19.4%	5.7%
	Not Eco Dis	36.5%	34.1%	-2.4%	55.5%	57.0%	1.5%	36.9%	36.4%	-0.5%	38.6%	37.2%	-1.4%
	Gap	21.9	13.5	-8.4	31.1	26.7	-4.4	23.2	19.9	-3.3	24.9	17.8	-7.1
Meets	Eco Dis	55.3%	57.8%	2.5%	59.2%	61.0%	1.8%	49.0%	48.5%	-0.5%	30.1%	39.0%	8.9%

	Not Eco Dis	76.6%	72.9%	-3.7%	84.4%	85.6%	1.2%	78.7%	71.0%	-7.7%	65.5%	60.5%	-5.0%
	Gap	21.3	15.1	-6.2	25.2	24.6	-0.6	29.7	22.5	-7.2	35.4	21.5	-13.9
Approaches	Eco Dis	81.3%	82.8%	1.5%	86.7%	81.4%	-5.3%	78.8%	74.8%	-4.0%	63.3%	68.1%	4.8%
	Not Eco Dis	94.0%	93.3%	-0.7%	96.5%	95.5%	-1.0%	94.5%	91.9%	-2.6%	89.1%	86.3%	-2.8%
	Gap	12.7	10.5	-2.2	9.8	14.1	4.3	15.7	17.1	1.4	25.8	18.2	-7.6
Did Not Meet	Eco Dis	18.7%	17.2%	-1.5%	13.3%	18.6%	5.3%	21.2%	25.2%	4.0%	36.7%	31.9%	-4.8%
	Not Eco Dis	6.0%	6.7%	0.7%	3.5%	4.5%	1.0%	5.5%	8.1%	2.6%	10.9%	13.7%	2.8%
	Gap	-12.7	-10.5	2.2	-9.8	-14.1	-4.3	-15.7	-17.1	-1.4	-25.8	-18.2	7.6

STAAR EOC SCE Eco Dis Report 22-23 Compared to 23-24															
		Math			Reading/ELA			Writing			Science			Social Studies	
		2023	2024	% Diff	2023	2024	% Diff	2023	2024	% Diff	2023	2024	% Diff	2023	2024	% Diff
Masters	Eco Dis	35.4%	44.1%	8.7%	14.1%	17.7%	3.6%	7.6%	8.2%	0.6%	27.4%	22.8%	-4.6%	54.3%	48.9%	-5.4%
	Not Eco Dis	68.2%	68.9%	0.7%	41.8%	44.1%	2.3%	22.4%	25.7%	3.3%	56.6%	47.8%	-8.8%	77.0%	70.1%	-6.9%
	Gap	32.8	24.8	-8	27.7	26.4	-1.3	14.8	17.5	2.7	29.2	25	-4.2	22.7	21.2	-1.5
Meets	Eco Dis	62.9%	70.0%	7.1%	60.2%	60.3%	0.1%	58.1%	62.5%	4.4%	62.9%	69.8%	6.9%	82.0%	76.8%	-5.2%
	Not Eco Dis	88.2%	88.4%	0.2%	88.0%	86.9%	-1.1%	85.4%	89.6%	4.2%	91.0%	89.8%	-1.2%	94.7%	91.6%	-3.1%
	Gap	25.3	18.4	-6.9	27.8	26.6	-1.2	27.3	27.1	-0.2	28.1	20	-8.1	12.7	14.8	2.1
Approaches	Eco Dis	88.8%	92.2%	3.4%	79.3%	72.1%	-7.2%	77.3%	73.2%	-4.1%	95.3%	94.3%	-1.0%	96.2%	95.4%	-0.8%
	Not Eco Dis	97.7%	97.5%	-0.2%	94.9%	92.8%	-2.1%	94.9%	94.3%	-0.6%	98.6%	98.6%	0.0%	99.1%	99.0%	-0.1%
	Gap	8.9	5.3	-3.6	15.6	20.7	5.1	17.6	21.1	3.5	3.3	4.3	1	2.9	3.6	0.7
Did Not Meet	Eco Dis	13.2%	7.8%	-5.4%	27.6%	27.9%	0.3%	27.3%	26.8%	-0.5%	8.9%	5.7%	-3.2%	4.4%	4.6%	0.2%
	Not Eco Dis	3.0%	2.5%	-0.5%	6.9%	7.2%	0.3%	7.6%	5.7%	-1.9%	1.8%	1.4%	-0.4%	1.3%	1.0%	-0.3%
	Gap	-10.2	-5.3	4.9	-20.7	-20.7	0	-19.7	-21.1	-1.4	-7.1	-4.3	2.8	-3.1	-3.6	-0.5

Eco Dis EOC		Algebra 1			English 1			English 2			Biology			US History		
		2023	2024	% Diff	2023	2024	% Diff	2023	2024	% Diff	2023	2024	% Diff	2023	2024	% Diff
Masters	Eco Dis	35.40%	44.10%	8.7	14.10%	17.70%	3.6	7.60%	8.20%	0.6	27.40%	22.80%	-4.6	54.30%	48.90%	-5.4
	Not Eco Dis	68.20%	68.90%	0.7	41.80%	44.10%	2.3	22.40%	25.70%	3.3	56.60%	47.80%	-8.8	77.00%	70.10%	-6.9
	Gap	32.8	24.8	-8	27.7	26.4	-1.3	14.8	17.5	2.7	29.2	25	-4.2	22.7	21.2	-1.5
Meets	Eco Dis	62.90%	70.00%	7.1	60.20%	60.30%	0.1	58.10%	62.50%	4.4	62.90%	69.80%	6.9	82.00%	76.80%	-5.2
	Not Eco Dis	88.20%	88.40%	0.2	88.00%	86.90%	-1.1	85.40%	89.60%	4.2	91.00%	89.80%	-1.2	94.70%	91.60%	-3.1
	Gap	25.3	18.4	-6.9	27.8	26.6	-1.2	27.3	27.1	-0.2	28.1	20	-8.1	12.7	14.8	2.1
Approaches	Eco Dis	88.80%	92.20%	3.4	79.30%	72.10%	-7.2	77.30%	73.20%	-4.1	95.30%	94.30%	-1	96.20%	95.40%	-0.8
	Not Eco Dis	97.70%	97.50%	-0.2	94.90%	92.80%	-2.1	94.90%	94.30%	-0.6	98.60%	98.60%	0	99.10%	99.00%	-0.1
	Gap	8.9	5.3	-3.6	15.6	20.7	5.1	17.6	21.1	3.5	3.3	4.3	1	2.9	3.6	0.7
Did Not Meet	Eco Dis	13.20%	7.80%	-5.4	27.60%	27.90%	0.3	27.30%	26.80%	-0.5	8.90%	5.70%	-3.2	4.40%	4.60%	0.2
	Not Eco Dis	3.00%	2.50%	-0.5	6.90%	7.20%	0.3	7.60%	5.70%	-1.9	1.80%	1.40%	-0.4	1.30%	1.00%	-0.3
	Gap	-10.2	-5.3	4.9	-20.7	-20.7	0	-19.7	-21.1	-1.4	-7.1	-4.3	2.8	-3.1	-3.6	-0.5

STAAR Equity Gap Report for Both Subjects for All Grades for All Campuses

		2021 - 2022	21-22 Gap	2022 - 2023	22-23 Gap	2023 - 2024	23-24 Gap
African American	Total Tested	445	**5.88%**	504	**0.0%**	541	**5.38%**
	Progress Measure 1 - Expected	247		0		373	
	Progress Measure 2 - Accelerated	194		0		120	
	Total Meets or Exceeds	338		0		425	
	Total % Meets or Exceeds	**75.96%**		**0.0%**		**78.56%**	
White	Total Tested	3919		4018		4010	
	Progress Measure 1 - Expected	2238		0		3018	
	Progress Measure 2 - Accelerated	1810		0		920	
	Total Meets or Exceeds	3207		0		3366	
	Total % Meets or Exceeds	**81.83%**		**0.0%**		**83.94%**	
Hispanic	Total Tested	2678	**4.72%**	2821	**0.0%**	3099	**5.66%**
	Progress Measure 1 - Expected	1495		0		2192	
	Progress Measure 2 - Accelerated	1101		0		651	
	Total Meets or Exceeds	2065		0		2426	
	Total % Meets or Exceeds	**77.11%**		**0.0%**		**78.28%**	
Economically Disadvantaged (1,2,9)	Total Tested	2305		2599		2716	
	Progress Measure 1 - Expected	1294		0		1906	
	Progress Measure 2 - Accelerated	950		0		485	
	Total Meets or Exceeds	1796		0		2095	
	Total % Meets or Exceeds	**77.92%**		**0.0%**		**77.14%**	
Non-Economically Disadvantaged	Total Tested	5797	**2.73%**	5905	**0.0%**	6169	**6.87%**
	Progress Measure 1 - Expected	3206		0		4579	
	Progress Measure 2 - Accelerated	2722		0		1593	
	Total Meets or Exceeds	4675		0		5182	
	Total % Meets or Exceeds	**80.65%**		**0.0%**		**84.0%**	
All	Total Tested	8102		8504		8885	
	Progress Measure 1 - Expected	4500		0		6485	
	Progress Measure 2 - Accelerated	3672		0		2078	
	Total Meets or Exceeds	6471		0		7277	
	Total % Meets or Exceeds	**79.87%**		**0.0%**		**81.90%**	

ESSA & Perkins Strategic Priority Alignment

Alignment With Every Student Succeeds Act (ESSA) and Perkins Act Strategic Priorities

The Every Student Succeeds Act (ESSA) is the federal K–12 education law. ESSA was signed into law in 2015, replaced No Child Left Behind, and reauthorized the Elementary and Secondary Education Act (ESEA). ESEA was signed into law in 1965 by President Lyndon Baines Johnson.

ESSA requires every state to measure performance in reading, math, and science. Every school must inform parents about their standards and their results.

ESSA requires every state to provide parents important information on test performance in reading, math, and science. The report cards must also provide data on graduation rates, suspensions, absenteeism, teacher qualifications, and many other areas. Texas parents may find this information on TXschools.gov and in data reports on the Performance Reporting pages.

TEA has defined four strategic priorities to support the agency's goal of preparing every child for success in college, a career, or the military. The recommended uses of funds linked below are designed to help grantees align their grant fund expenditures with those priorities.

Strategic Priority I: Recruit, Support, and Retain Teachers and Principals

Recommended Initiatives and Best Practices	Tomball ISD Programs, Initiatives and Actions	Department/Position Responsible	Federal Funding Source
Instructional Leadership Development	Tomball ISD is committed to strengthening its leadership pipeline and developing strong instructional leaders by heavily investing in high-quality professional development and coaching. The district offers a range of in-house training and partners with renowned consultants such as Great Expectations, N2 Learning, Capturing Hearts (Flippen Group), Solution Tree, Sandra Mercuri and Seidlitz (focused on EB students), and Jim Knight's Instructional Coaching Group. These professional development opportunities are provided to teachers, assistant principals, principals, and key instructional leaders to foster excellence at the campus level.	Office of School Leadership, Assistant Superintendent of Strategic Innovation	Title II
Principal Support and Supervision	Tomball ISD is dedicated to ensuring that every campus is led by a highly effective principal who not only improves student outcomes but also fosters a positive work environment that attracts, hires, develops, and retains high-quality teachers at an impressive rate. The district supports its principals through high-quality professional development, coaching, and networking opportunities, both in-house and through partnerships with experts like N2 Learning and Solution Tree. Additionally, principals are encouraged to attend conferences, allowing them to learn alongside diverse educators and further enhance their leadership skills.	Office of School Leadership, Assistant Superintendent of Strategic Innovation	Title II
Strategic Compensation	Tomball ISD strategically invests federal funding to recruit, support, and retain high-quality teachers across the district through strategic compensation. This supplemental pay approach attracts and rewards experienced and effective teachers and principals, ensuring strong instructional leadership. By aligning with TEA's Strategic Priority #1—recruiting, supporting, and retaining teachers and	Finances, Human Talent	Title II

	principals—Tomball ISD demonstrates its commitment to fostering educational excellence and retaining top talent.		
Teacher Leadership / Master Teachers	Tomball ISD empowers effective teachers by offering opportunities to coach, mentor, and lead their peers while continuing to teach students. These leadership roles are supported by federal funding, which enhances opportunities through strategic compensation, professional development, and attendance at conferences. This investment ensures that experienced teachers can share their expertise and help develop a collaborative and supportive learning environment across campuses.	Office of School Leadership, Assistant Superintendent of Strategic Innovation	Title II
Teacher Mentoring and Coaching	Teachers new to the district or with less than three years of teaching experience are placed into two different tracks to target specific teaching and learning strategies. Mentees are given a campus mentor and are provided with bi-monthly professional development sessions.	Human Talent	
Induction Programs for New Teachers	New teacher breakfast, orientation, and specialized training sessions one week before returning teachers report.	Human Talent, Assistant Superintendent of Strategic Innovation	
Systemic Human Resources Office improvements, including targeted recruiting and effective screening of teacher and principal employment applicants	We attend university job fairs and area job fairs. We host yearlong student residencies and student teachers on our campuses. We have established a district Grow Your Own Program. This program targets Tomball ISD paraprofessionals who are given the opportunity to finish their degree and receive a teaching certification at no out of pocket cost to the employee.	Assistant Superintendent Human Talent	
Instructional coaching for teachers and principals, to include teacher mentoring, for serving students with disabilities	Specialized training for campus administrators, counselors and teachers on behavioral supports through Multi-Tiered Systems of Support	Director of Guidance and Counseling	

Strategic Priority II: Build a Foundation in Reading and Math

Recommended Initiatives and Best Practices	Tomball ISD Programs, Initiatives and Actions	Department/Position Responsible	Federal Funding Source
Blended Learning Math Programs	Imagine Learning/Imagine Math, Freckle Math by Renaissance Learning, Varsity Tutors, Khan Academy	Curriculum Directors	
K-2 Reading Interventionists and Reading Intervention Teams	Tomball ISD recognizes the critical importance of building a strong foundation in reading and math, aiming for all students to read on grade level by the end of third grade. By fourth grade, students are expected to use their reading skills to support learning across subjects like math, science, and social studies. To achieve this, Tomball ISD leverages federal funds to enhance its core academic programs, ensuring that every student, regardless of background, gender, or socioeconomic status, has an equal opportunity to succeed.	Office of School Leadership, Curriculum Directors, Human Talent	Title I
Middle School Matters (RLA)	Tomball ISD leverages federal funds to enhance its core academic programs, ensuring that every student, regardless of background, gender, or socioeconomic status, has an equal opportunity to succeed at the middle school grade levels.	Office of School Leadership, Curriculum Directors	Title I
PK-3 Systems Alignment	Tomball ISD supports campus PLC training and vertical alignment between the Early Excellence Academy PreK program and the Title I Elementary Schools.	Office of School Leadership, Curriculum Directors	Title I, Title II
High-Quality Pre-Kindergarten Initiatives	Tomball ISD recognizes the critical importance of building a strong foundation for early childhood development. All Pre- K programs are full day with an inclusive model ensuring class sizes of 1:22 with two paraprofessionals as support. and teacher ratios	Office of School Leadership, Curriculum Directors	
High-Quality Pre-Kindergarten Partnerships	Tomball ISD has completed requirements for soliciting partnerships.	Office of School Leadership	

School Safety, Culture, and Climate Initiatives	Tomball ISD utilizes federal funds to enhance school safety, culture, and climate programs, supporting the district's goals of building strong foundations in reading and math, and connecting high school students to college and career pathways. By fostering positive traits and promoting a healthy school environment, the district ensures that students thrive academically and personally. Examples of these efforts include the implementation of the Panorama Education survey and the hiring of supplemental high school counselors to address behavioral health needs.	Office of School Leadership, Curriculum Directors	Title II, TItle III, Title IV
Buy supplemental instructional materials for at-risk students focused on math and literacy, to include audio, large-print, or braille formats for eligible students	Tomball ISD leverages federal funds to enhance instructional materials aimed at supporting at-risk students in math and literacy, aligning with the district's goals of building strong foundations in reading and math and preparing high school students for college and career pathways. Notable investments include resources from Curriculum Associates, Think Up, Scholastic, Hand2Mind, Okapi Education, Just Right Reader, Lazel, Estrellita, Math Warm-Ups, Kindermusik, Starfall Education, EdPuzzle, Summit K-12, and Brain Pop. These tools ensure students receive targeted, high-quality instruction to support their success.	Curriculum Directors	Title I
Early childhood numeracy and literacy activities and related instructional coaching for teachers or relevant training for ALL** staff	Tomball ISD provides professional learning performed by district specialists at district and campus professional learning days for teachers who provide instruction for early childhood numeracy and literacy. District specialists additionally conduct classroom walkthroughs and provide feedback to teachers for instructional improvements. Tomball ISD uses the computer programs Freckle, iStation, and ST Math to assist students with learning early numeracy and literacy. Finally, Tomball ISD has contracted the services of Michelle Harris to serve as a model for instructional coaching.	Curriculum Directors	
Offer scheduled, uninterrupted, common planning time / PLCs, specific to math and literacy initiatives	Tomball ISD supports and promotes protected and structured time for teachers to engage in collaboration. Tomball ISD has 14 campuses recognized as Model PLCs and the District is recognized as a Model PLC District	Office of School Leadership, Curriculum Directors	

Relevant training for better serving students with disabilities for ALL** staff.	Tomball ISD provides training sessions for campus and district staff targeting the needs of students with disabilities.	Student Support	IDEA B
Offer effective instructional materials to target needs of students with disabilities	Tomball ISD provides instructional tools such as Unique Learning Systems, Vizzle and social skills curriculums. Additionally, supplemental materials for sensory, physical and educational needs are provided to ensure students purposeful and intentional support.	Student Support	IDEA B
Buy education technology (blended learning) for differentiated instruction, math, and literacy interventions, to include assistive technology for eligible students	Tomball ISD leverages external funding to invest in educational technology, including blended learning tools, to support differentiated instruction and provide targeted interventions in math and literacy. This also includes assistive technology for eligible students. One example of such technology is Lexia Learning.		RBL grant, Title I

Strategic Priority III: Connect High School to Career and College

Recommended Initiatives and Best Practices	Tomball ISD Programs, Initiatives and Actions	Department/Position Responsible	Federal Funding Source
Early College High School	Tomball ISD operates Tomball Star Academy as an Early College High School with a PTECH option.	Curriculum Directors	
Industry Cluster Innovative Academy	Tomball ISD operates a PTECH at Tomball Star Academy, and clusters several CTE pathways at the Tomball Innovation Center.	Curriculum Directors	
AP / IB exam reimbursement for low-income students	Tomball ISD participates in the AP exam reimbursement program and has increased participation and passing rates over the last few years.	Office of School Leadership, Curriculum Directors	
Advanced Placement/International Baccalaureate teacher training	APSI training for teachers on a rotating basis.	Curriculum Directors	
Buy effective instructional materials to improve postsecondary outcomes, including resources used for career awareness, exploration, and career planning, specifically for students at-risk or students with disabilities.	Tomball ISD uses **YouScience** in the 7th grade *Career and College Exploration* class, which is required for all students. This program is designed to help students identify their aptitudes and connect them to real, in-demand careers through the development of personalized career pathways.	Curriculum Directors	CTE Local Funds
Offer industry-recognized certifications for students for careers in high skill, high wage, or high demand jobs.	The Tomball ISD CTE Department offered 24 different industry-based certifications during the 2023-2024 school year, and students earned 1,415 of these credentials.	Curriculum Directors	CTE Local Funds, TEA Reimbursement
Job-embedded instructional coaching for teachers,	Tomball ISD has added a specialized CTE Counselor at each of the comprehensive high school campuses as well as a district	Curriculum Directors	CTE Local Funds

specific to increased access to advanced coursework, career-tech education (integrating challenging academics and technical knowledge and skills), and strategies to address student postsecondary readiness outcomes	Work-Based Learning Specialist. In addition to other duties, these professionals will provide teacher coaching regarding postsecondary career readiness.		
Professional development specifically for career-tech for teachers to stay current with the needs, expectations, and methods of industry to address student postsecondary readiness outcomes.	CTE Teachers are encouraged to join their affiliated professional organization as well as participate in ongoing training within their Career and Technical Student Organization. Many teacher groups also choose to participate in professional development / summer conferences including: agriculture, aviation, culinary, engineering and health science teachers.	Curriculum Directors	CTE Local Funds
Career-tech advisory committees (development, implementation, and evaluation of career-tech programs) that include parents, teachers, counselors, postsecondary faculty, and local business.	Tomball ISD has an active CTE Advisory Board of over 100 members that meets twice a year to provide guidance, support, and feedback for our CTE programs to help ensure that they align to current and projected labor-market demand.	Curriculum Directors	CTE Local Funds
Professional development to address CTE teacher recruitment and retention, especially for staff entering the profession from business and industry, through participation in the CTE New Teacher Conference and/or	This fall, new CTE teachers will participate in a Region 4 training that has been specifically designed for them, with an emphasis on those entering the profession from business and industry.	Curriculum Directors	CTE Local Funds

the CTE New Teacher Mentoring Program			
Professional development, including teacher mentoring and coaching, for serving students with disabilities, focused on postsecondary outcomes.	For the past two years, CTE administration and counselors have delivered specialized training to multilingual and special education professionals	Curriculum Directors	

Strategic Priority IV: Improving Low-Performing Schools

Tomball ISD has no low-performing schools or campuses under any state or federal sanctions. The district and all campuses, however, embed the Effective Schools Framework (ESF) into the continuous improvement model used for data analysis, needs assessment, and planning.

ESSA 1116: Parent & Family Engagement Goal

Improve parent and community engagement indicators: survey results and program participation.
Major Strategies: Professional Development, Calibration, Collaboration, Progress Monitoring, Communication

Action	Responsible	Timeline	Resource(s)	Evaluation
Coordinate with Tomball ISD Strategic Plan	Chief of Staff	January 2025	Strategic Plan	Progress Monitoring Tool
Enhance and expand Parent University sessions and outreach.	Director Federal Programs,	October-February	Title II	Improved survey results
Enhance parent/community communication and feedback tools, including multilingual support and effective social-media outreach	Director Communications, Director Translation Services	October-February	Title II, Title III	Improved survey results, usage/views.

Support campuses with PTO guidance	School Support Officer	Fall 2024		Improved survey results
Explore parent/community engagement survey tools	Director Federal Programs	October-December 2024	Title II	Improved survey results
Investigate the development of an Open House and other resources for recently-arrived and international families with key information.	Director Federal Programs,	January-April 2025	Title III	Improved survey results, participation rates

Districtwide Reform Strategies and SMART Goals

The District will implement the following district-wide reform strategies to address District needs and provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, English learners, and at-risk students) to meet the challenging State academic standards. The District will particularly address the needs of those at-risk of not meeting the challenging State academic standards. This District will use methods and instructional strategies to strengthen the academic program in the District, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education.

Goal I Foundational Literacy

Increase the percent of foundational literacy performance measures in CLI Engage (Prek-K) and the percent of students scoring "At/Above Grade Level Proficiency" on Star Renaissance (1st and 2nd) by 5%.

Major Strategies: Collaboration, Consulting, Coaching, Data Analysis, Professional Development

Action	Responsible	Timeline	Resource(s)	Evaluation
Track student, team/campus and district data from the BOY to EOY Star Renaissance/ CLI Engage through the use of common formative assessments and progress monitoring assessments.	Director of Elementary/Int RLA Primary Content Specialists	August 2024-March 2025	UFLI HMH Heggerty Lexia Star Renaissance CLI Engage	ULFI, Heggerty, Lexia progress monitoring scores, Star Renaissance, CLI Engage and in class observations
Build the expertise of reading specialists and teachers in the science of teaching reading to support high quality instruction.	Director of Elementary/Int RLA Primary Content Specialists	August 2024-May 2025	Texas Reading Academies UFLI HMH Heggerty Lexia Star Renaissance Freckle CLI Engage	Observations following PD opportunities and Star Renaissance, CLI Engage exams.

Extend calibration opportunities with reading specialists and teachers to align campuses.	Director of Elementary/Int RLA Primary Content Specialists	August 2024-May 2025	Texas Reading Academies UFLI HMH Heggerty Lexia	ULFI progress monitoring scores, Star Renaissance, CLI Engage and in class observations
Implement data protocol with reading specialists to support utilizing Star Renaissance and CLI Engage data to support high quality instruction.	Director of Elementary/Int RLA Primary Content Specialists	August 2024-May 2025	Star Renaissance CLI Engage	Star Renaissance and CLI Engage reports

Goal 2 ELA: Extended Constructed Response Grades 3-6

Increase the percent of students scoring a "5" or above on the STAAR ECR, in grades 3 - 6 by 5%.

Major Strategies: Collaboration, Consulting, Coaching, Data Analysis, Professional Development

Action	Responsible	Timeline	Resource(s)	Evaluation
Building capacity and expertise with campus reading specialists to support Tier 1 instruction related to reading response writing.	Director of Elementary/int RLA Intermediate Content Specialist	August 2024-May 2025	Campus PLC DLTs and Rdg Specialists Agendas	Observations following PD opportunities and STAAR exams.
Extend calibration opportunities with reading specialists to align campuses in terms of reading response writing expectations.	Director of Elementary/int RLA Intermediate Content Specialist	August 2024-May 2025	TISD STAAR Scoring Rubric and data analysis	Unit test scores, STAAR exams and in class observations
Partner with a literacy consultant to provide training opportunities for teacher leaders and resources specific to TISD RLA Goals as it relates to STAAR Redesign.	Director of Elementary/Int RLA Intermediate Content Specialist	August 2024-March 2025	Tosh McGaughy, https://sites.google.com/view/toshshares/home	Unit test scores, district developed assessments and STAAR 2024 results
Implement data protocol with reading specialists to support utilizing STAAR 2024 and district developed assessment data to support high quality instruction.	Director of Elementary/int RLA Intermediate Content Specialist	August 2024-May 2025	AWARE Cambium	AWARE Cambium Data Reports

Goal 3 ELA: Extended Constructed Response (ECR) Grades 7-10

Increase ECR's scoring a 7-10 by 5% combined for grade levels 7th through 10th on the STAAR EOY exam.

Major Strategies: Collaboration, Calibration, Alignment, Coaching, Professional Development

Action	Responsible	Timeline	Resource(s)	Evaluation
Train all teachers on the newly purchased resources *Writing Revolution* and how to implement these skills in their classrooms.	Director of Secondary RLA District RLA Content Specialist	August 2024-May 2025	Writing Revolution	Observations following PD opportunities and STAAR exams.
Increase the amount of ECR practice resources provided by the District team and train campus teams on how to utilize them.	Director of Secondary RLA	August 2024-May 2025	HMH, Common Lit, released STAAR tests, etc.	Unit test scores, STAAR exams and in class observations
Change ECR practice opportunities on district provided unit assessments to include argument and cross-text practice in order to better align to STAAR ECR prompts	Director of Secondary RLA	August 2024-March 2025	HMH, Common Lit, released STAAR tests, etc.	Unit test scores, STAAR exams
Ensure new teachers are trained in Depth of Knowledge standards to continue the work of ensuring high levels of rigor on both reading and writing.	Director of Secondary RLA	August 2024-May 2025	Deconstructing Depth of Knowledge	Unit test scores, STAAR exams

Ensure high level texts are being utilized in all classrooms at all times continuing the PD began three years prior to ensure students have the opportunity to analyze and evaluate texts at the highest levels of rigor as seen on the STAAR exams.	Director of Secondary RLA	August 2024-May 2025	Approved novel list for TISD, HMH, Short story repository for secondary RLA, poetry repository for secondary RLA	Unit test scores, STAAR exams
Vertical and horizontal calibration for all teams OL and TAP, targeted coaching with teachers new to either RLA or TISD, reorientation of ECR practice on unit tests to include multiple genres, and monthly department meetings.	Director of Secondary RLA	August 2024-May 2025		Unit test scores, STAAR

Goal 4 Reading (Spanish)

Improve district average in achievement Grades 3-5 on Reading STAAR Spanish by increasing the "Meets Grade Level" performance standard scores by 8%.

Major Strategies: Academic support, professional development, instructional coaching, and collaboration

Action	Responsible	Timeline	Resource(s)	Evaluation
Conduct campus specific data digs of Reading Spanish STAAR data to determine action steps by campus need	Director of Multilingual Programs	August 2024-May 2025	STAAR 2024 Star Renaissance HMH Reading Inventories	Dual language campus CIP Unit assessment data STAAR 2025
Conduct frequent instructional walkthroughs with campus leadership team to observe, provide feedback, and target support	Director of Multilingual Programs District Multilingual Specialists	August 2024-May 2025	Dual Language Classroom Look Fors Form Dual Language Environment Checklist	Campus Admin Feedback Strategy Implementation Unit assessment data EOY Universal screeners STAAR 2025
Provide targeted professional development of instructional strategies to build skills and efficacy in classroom teachers	Director of Multilingual Programs District Multilingual Specialists	August 2024-May 2025	TISD Multilingual Team Region 4 Mercuri Consulting Seidlitz CBLI	PD sign-in sheets Walkthrough Look-fors Unit assessment data Universal screeners STAAR 2025
Support EB Specialists with engaging in instructional coaching cycles with dual language teachers focused on feedback and continuous improvement	Director of Multilingual Programs District Multilingual Specialists	August 2024-May 2025	TISD Literacy Plan Impact Cycle Coaching for Multilingual Student Success	EB Specialist Meeting Feedback Campus Admin Feedback Instructional Support Log
Attend and participate in campus collaboratives and planning to support design of high quality instruction	Director of Multilingual Programs District Multilingual Specialists	August 2024-May 2025	TISD Literacy Plan Biliteracy Framework SRLA Curriculum	Instructional Support Log RTI Outcomes Unit assessment data Universal Screeners STAAR 2025

Goal 5 PSAT

Improve Advanced Academics performance in ELA and Math on PSAT by 2%.

Major Strategies: Data-driven academic support & calibration, collaboration and coaching

Action	Responsible	Timeline	Resource(s)	Evaluation
Review all student PSAT data in personalized conferences beginning at the 8th grade level for both math and reading.	Director of Secondary RLA, Director of Math	August 2024-May 2025	Google drive, Eduphoria Forethought, Schoology, C&I support calendar	EOY Scores
Incorporate high-level practices beginning at English II and Algebra I targeted toward PSAT and SAT performance through alterations to our curriculum and testing practices and protocols.	Director of Secondary RLA Director of Math	August 2024-May 2025	Google drive, Eduphoria Forethought, Schoology, C&I support calendar	EOY Scores
Target intervention within AP courses to increase performance that results in increased scores, specifically from performance level 3 to 4 in those subjects that share skill sets with PSAT exams.	Director of Secondary RLA Director of Math	August 2024-May 2025	Google drive, Eduphoria Forethought, Schoology, C&I support calendar	EOY Scores
Analyze SAT, PSAT and AP data as whole ELA department grades 7-12 alongside STAAR and Star Ren data to provide opportunities for faculty to become proficient in these assessments and the responses needed to improve scores.	Director of Secondary RLA Director of Math	August 2024-May 2025	Google drive, Eduphoria Forethought, Schoology, C&I support calendar	EOY Scores

Goal 6 Math

Achieve a composite A-F Raw score of 67 across grades 3 - 8 and Algebra I EOC (i.e.: average among Approaches, Meets, and Masters proficiency levels).

Major Strategies: Collaboration, Professional Development, Coaching and Feedback, Extending Instructional Time, High Quality Instruction

Action	Responsible	Timeline	Resource(s)	Evaluation
Conduct monthly meetings that include elementary and intermediate math specialists and secondary math department chairs	Director of Mathematics & Curriculum Management	8/2024 - 5/2025	TEA released STAAR tests/items, Cambium portal, OnData Suite, Lead4ward resources, Google Drive	Meeting sign-in sheets, STAAR/EOC data
Provide professional development on district and campus professional learning days tied to increased performance on STAAR/EOC	Director of Mathematics & Curriculum Management, District and Campus Math Specialists	8/2024 - 5/2025	TEA released STAAR tests/items, Cambium portal, OnData Suite, Lead4ward resources, Google Drive, Region 4 STAAR Training	Professional development sign-in sheets, STAAR/EOC data
Observe and provide feedback to teachers, support teachers, specialists, ILT, and campus administration during instructional walkthroughs	Director of Mathematics & Curriculum Management, District Math Specialists	8/2024 - 5/2025	District Math Walkthrough Feedback Form, District Math Workshop Model (as shown in the District Literacy Plan), District Math Classroom Look-Fors	District Curriculum and Instruction Support Log, District Math Walkthrough Feedback Form Entries, STAAR/EOC data
Create a schedule for each campus level to record videos of mathematics instruction to share best practices across the district	Director of Mathematics & Curriculum Management	8/2024 - 5/2025	District Math Workshop Model (as shown in the District Literacy Plan), District Math Classroom Look-Fors	District Math Best Practices Video Log (YouTube), STAAR/EOC data

Provide opportunities to reinforce student learning during and after the traditional school day	Director of Mathematics & Curriculum Management	8/2024 - 5/2025	Imagine Learning online subscription, Varsity Tutors, Freckle Math, Khan Academy	Usage data for Imagine Learning/ Varsity Tutors/ Freckle Math/ Khan Academy, STAAR/EOC data
Attend and participate in campus collaboratives and planning meetings to support the design of high quality instruction	Director of Mathematics & Curriculum Management, District Math Specialists	8/2024 - 5/2025	District Math Workshop Model (as shown in the District Literacy Plan), District Math Classroom Look-Fors	District Curriculum and Instruction Support Log, STAAR/EOC data

Goal 7 Science

Achieve a composite A-F Raw score of 64 across 5th & 8th Science and Biology (i.e.: average among Approaches, Meets, and Masters proficiency levels).

Major Strategies: professional development, Collaboration, Coaching and Feedback, High Quality Instruction

Action	Responsible	Timeline	Resource(s)	Evaluation
Conduct quarterly science department meetings that include department chairs, team leaders and teachers	Director Science and Robotics, Science Content Specialists	8/2024 - 4/2025	Released STAAR tests, Eduphoria data	Meeting attendance, STAAR/EOC scores
Attend grade level PLC and planning meetings	Director Science and Robotics, Science Content Specialists	8/2024 - 4/2025	Unit assessment data, 5E model of instruction and look-fors, STEMscopes, new TEKS	District Curriculum and Instruction Support Log, STAAR/EOC data
Provide professional learning in-person or through videos	Director Science and Robotics, Science Content Specialists	8/2024 - 4/2025	STEMscopes activities, 5E model of instruction, STAAR data, new TEKS, MergeEDU cubes, Prisms VR	Unit Assessment data, instructional walks
Incorporate new resource in curriculum documents and daily instruction	Director Science and Robotics, Science Content Specialists	8/2024 - 4/2025	STEMscopes, new TEKS	Usage reports from STEMscopes
Incorporate 3D science instruction into daily classroom activities	Teachers	8/2024 - 4/2025	STEMscopes, new TEKS, new science curriculum documents	STAAR/EOC scores, Unit test scores
Incorporate new technology initiatives	OIS 5th grade teachers	8/2024 - 4/2025	MergeEDU cubes	Instructional walks

Goal 8 Social Studies

Achieve a composite A-F Raw score of 70 across 8th grade Social Studies and 11th grade U.S. History (i.e.: average among Approaches, Meets, and Masters proficiency levels).

Major Strategies: Collaboration, consulting and coaching, Alignment, professional development, Coaching and Feedback, Data Analysis

Action	Responsible	Timeline	Resource(s)	Evaluation
Track student, team/campus and district data from the BOY to EOY STAAR through the use of common nine week assessments and MOY benchmark.	Director of Social Studies Coordinator of Social Studies	August 2024-May 2025	8th and 11th grade Nine Week Assessments 8th and 11th grade MOY benchmarks	Assessment scores PLC data digs Individual and Team data discussions
Support K-12 vertical alignment through pacing, updated essential standards and TAP/GT extensions.	Director of Social Studies Coordinator of Social Studies	August 2024-May 2025	Optional Nine Week Assessments MOY Benchmark PLC DLTs and Agendas Social Studies Curriculum	Benchmark data PLC Collabs Growth of Mastery
Support K-12 through increased incorporation of literacy in social studies.	Director of Social Studies Coordinator of Social Studies	August 2024-March 2025	PLC DLTs and Agendas Team data from R.A.C.E. Writing and unit assessments Social Studies Curriculum	PLC Collabs Data from R.A.C.E. Writing and Unit Assessments

Goal 9 MTSS

Develop and implement a multi-tiered system of support (MTSS) to support classroom teachers and increase favorable ratings on survey items associated with student behavior.

Major Strategies: Professional Development, Calibration, Collaboration, Progress Monitoring, Communication

Action	Responsible	Timeline	Resource(s)	Evaluation
Develop teacher survey items associated with behavior and classroom management.	C&I Behavior Team	February 1, 2025	Panorama Survey and other survey platforms	Completion of survey items and distribution of survey
Calibration of T-TESS Domain III - Learning Environment with elements of STOIC	C&I Behavior Team	February 1, 2025	Customized STOIC calibration tools by level (Pre K, Elementary, Intermediate, Junior and High School)	Average T-TESS Domain III score
Monthly professional learning and support for tiered behavior systems in a RTI framework, aligned to book study - Behavior Solutions	C&I Behavior Team	July 2024-May 2025	Behavior Solutions book and accompanying artifacts	Ongoing staff surveys and development of campus products to gather data
Implementation of SAEBRS	C&I Behavior Team	July 2024-May 2025	Renaissance Educational Technology platform	Number of complete assessments
Coaching/consulting from a Solution Tree Associate	C&I Behavior Team	September 2024 - March 2024	Behavior Solutions book and coaching/consultant fee for Solution TRee Associate	Solution Tree survey for coaching day(s)

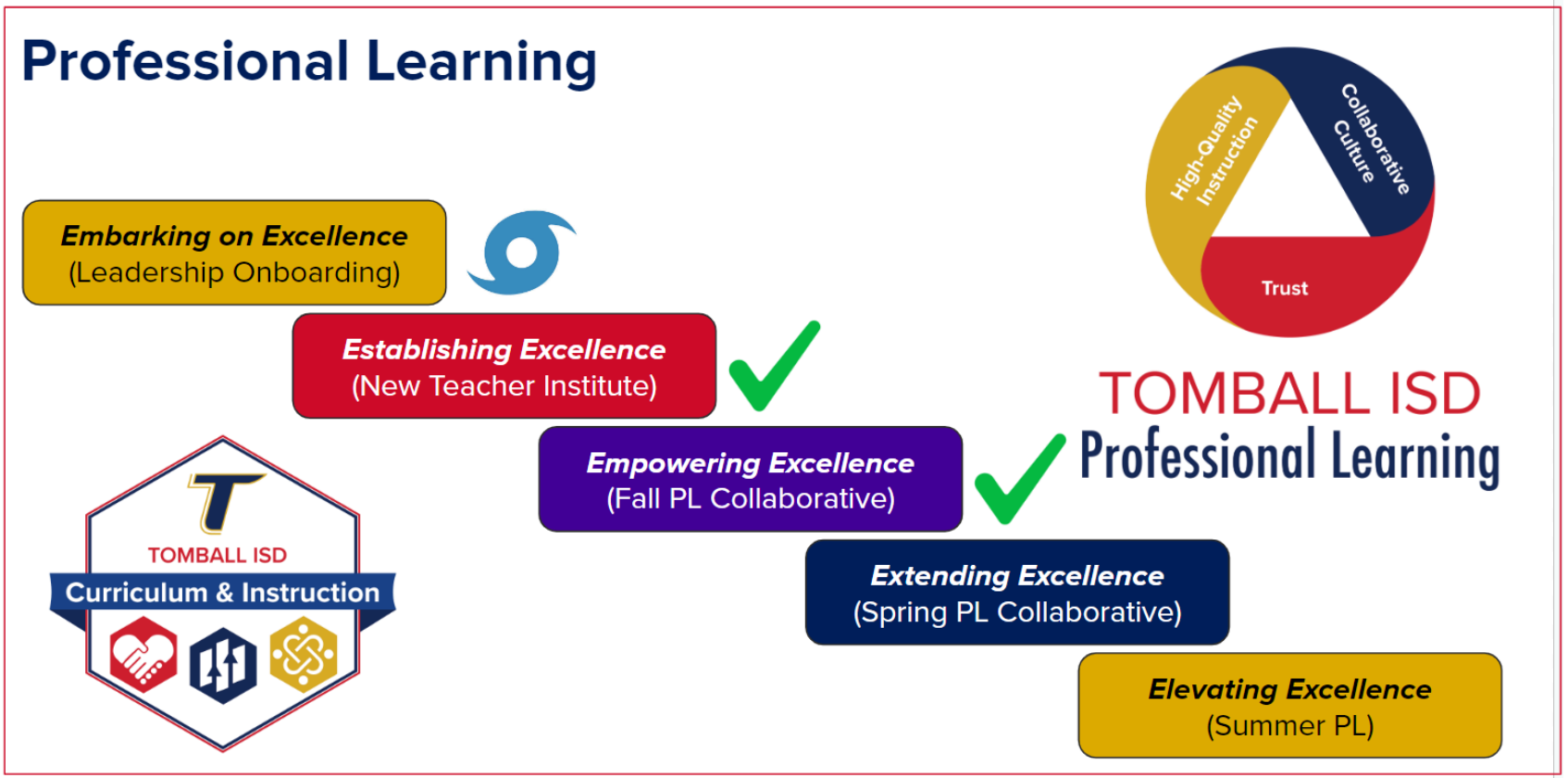
Develop and implement a district-wide Behavioral Health Guiding	C&I Behavior Team	October 1, 2024		Complete of MTSS-Behavior Manual
Design a MTSS Behavioral Health Continuum Manual and accompanying website	C&I Behavior Team	July 2024-May 2025	Manual and website	Usage of resources provided through the manual and website
Measure, monitor and adjust to continuous behavior and discipline data	Director of Digital Learning; Director of Counseling	July 2024-May 2025	Quarterly behavior report	Decreases in ISS, OSS and DAEP combined
Explore student and teacher engagement survey tools	Assistant Superintendent of Accountability; Director of Federal Programs	October-December 2024		Completion of options list
Enhance Teacher Incentive Allotment program communications and eligibility	School Support Officer, TIA committee	October-April	Consultant	Program updates

Staff Development Needs

The district addresses the Excellent Educators for All Initiative (Title I, Part A under the Every Student Succeeds Act) by developing goals and strategies to decrease the equity gaps as they relate to low-income students and students of color being taught at higher rates than other students by inexperienced, out-of-field, and ineffective teachers. It does not matter what classroom these students walk into – in Tomball ISD, an effective teacher awaits them. In order to successfully implement the DIP for 2024-2025, professional development, including teacher-led training is required for teachers and administrators in the major areas of collaboration, infused technology, multiple pathways to teaching and leading, meaningful evaluation and support, strong teacher leadership, mentoring, instructional leadership

Tomball ISD Professional Learning Mission:

To empower educators through continuous learning and collaboration in a trusting environment to ignite innovation and deliver high-quality instruction that propels student success.



Tomball ISD Professional Learning Plan

Future Ready Learners

Specific sessions aligned to this priority are designed to address CTE and CCMR outcomes.

Responsive and Personalized Learning

Collaborative practices and coaching related to these practices is a focus to support the instructional design process and to ensure collaboration and high quality instruction in each classroom.

TISD Curriculum & Instruction staff developed a Unified Vision for Collaborative Teaming in 2022 to support grade level and content teams in their instructional design process. Proficiency Levels were established to assess current reality and plan next steps for student learning outcomes

Instructional design and high quality instruction in each classroom is supported by professional learning through these and other resources:

- Texas Reading Academies (K-3)
- Texas Dyslexia Academy
- New STAAR Items Types
- Instructional Coaching Group
- Koessel Literacy Consulting
- Flippen Leadership Blueprint
- Schoology
- Solution Tree
- Great Expectations

Ensure a multi-tiered systems of supports for all students

- Academic supports
- Behavioral supports

Literacy Frameworks

Literacy within all Tomball ISD classrooms should be a foundational aspect of all instruction.

- Direct instruction, small group instruction, independent practice, intentional and purposeful feedback, peer collaboration, formative assessment

All professional learning sessions align to and reference the LWL plan across all content areas
Sessions support grade spans

- PK-2 (learning to read)
- 3-4 (reading to learn)
- 5-6 (text complexity)
- 7-12 (literary analysis)

Leading with Literacy 2.0

- Systematic Intervention (book study during 23-24)
- Additional Multilingual supports (fastest growing population)
- Student Growth Percentile reporting through Renaissance
- Depth of Knowledge support for inquiry and critical thinking/writing to extend learning for all students

Social, Emotional, and Safety Welfare of the Whole Child

A focus on emotional health and wellness for staff and students continue to advance the culture of campuses through professional learning

- Great Expectations and Great Expectations Model Schools

Digital Learning and Emerging Technology

- Continued integration of technology into instruction enhances blended learning outcomes.
- Artificial Intelligence

Quality Staffing and Professional Learning

All professional learning sessions are aligned to TISD Boulders

- Collaborative Culture
- High Quality Instruction
- Social & Emotional Learning

All Professional Learning sessions are aligned to the Tomball ISD Leadership Definition
T-TESS. T-PESS, and T-SCESS training are all provided through Region IV ESC.
New Teacher Institute and New Leader Onboarding
Teacher Mentoring

Professional Learning Calendar 2024-25

Date	***Event***	***Participants***
July 15-18	Great Expectations Summer Institute - **TMHS**	Campus Staff from GE schools
July 23-25	Administrative Rally - **Tomball Event Center**	District & Campus Leaders
July 29-30	Leadership Retreat - Location TBD	District & Campus Leaders
July 31	New Teacher Breakfast & LAUNCH - **TMHS**	Leaders & New TISD Staff
Aug. 1-2	New Teacher Institute - **TJHS**	New TISD Staff
August 5	TISD Convocation - **Champion Forest Baptist Church**	All TISD Staff
August 6	Campus Staff Development	All Staff
August 7	TISD Collaborative Day - **GLJHS/GOES/TEC**	All Staff
August 8-9	Campus Staff Development	All Staff
August 12	PLC Team Collaborative Day #1 on Campus	All Staff
October 10	Teacher Work Day #1	All Staff
October 11	Professional Learning *Exchange Day #1*	All Staff
October 14	PLC Team Collaborative Day #2 on Campus	All Staff
November 4	Professional Learning *Exchange Day #2*	All Staff
November 5	Teacher Work Day #2 (Election Day)	All Staff
January 6	Campus Staff Development	All Staff
January 7	PLC Team Collaborative Day #3 on Campus	All Staff
February 14	**TISD Collaborative Day - THS/TJHS**	**All Staff**
March 17	PLC Team Collaborative Day #4 on Campus	All Staff
May 23	Campus Staff Development	All Staff
May 27	Professional Learning *Exchange Day #3*	All Staff

DEIC Approval

The 2024-2025 Tomball ISD Comprehensive Staff Development Plan was presented to the Districtwide Educational Improvement Council (DEIC) and unanimously approved on September 26, 2024.

Assurances

	Topic	Goals and Compliance
☒	CIP Content and Development	This content and development process of this district improvement plan complies with the requirements of Texas Education Codes Chapters 11 and 39.
☒	Comprehensive Needs Assessment	The Comprehensive Needs Assessment included an analysis of data for all students, student groups by ethnicity, gender, economic disadvantage, at-risk status, and participation in programs for special education, bilingual/ESL, gifted and talented and CTE. Goals and strategies were developed according to determined needs.
☒	Needs of All Students	Through individual student level planning, monitoring and support, the goals of the DIP will be met for all students.
☒	Goals and Strategies	The DIP goals and strategies include responsible staff, resources, timelines, monitoring, and evaluation.
☒	Attendance and Completion	The DIP Comprehensive Needs Assessment included an analysis of campus-relevant data related to student attendance, dropout rates, graduation rates, on-track credit accrual of 9th and 10th grade students, and college readiness.
☒	Transitions	The DIP Comprehensive Needs Assessment included an analysis of any campus-relevant transitions from Early Childhood or home to Pre-Kindergarten or Kindergarten, transitions from 8th grade to 9th grade including counseling on the Foundation High School program and endorsements, transition to college including counseling and information to students and parents about higher education admissions, financial aid opportunities, the TEXAS and Teach for Texas Grant programs, and the need for making informed curriculum choices to be prepared for success beyond high school.
☒	Suicide Prevention	The District will follow the policies of the Tomball ISD Board of Education FFB, DMA, and FFE relating to suicide prevention to reduce and eliminate cases.
☒	Conflict/Violence Prevention and Intervention	The District will follow the policies of the Tomball ISD Board of Education FOC, and FOCA relating to violence prevention and intervention.
☒	Dating Violence Awareness	The District will follow the policies of the Tomball ISD Board of Education FFH relating to dating violence awareness and training.
☒	Bullying Prevention	The District will follow the policies of the Tomball ISD Board of Education FFI, FDB, FFF, FFH, FO, CQA, and FFB relating to the prevention of bullying.
☒	Coordinated Health Program	The District will follow the policies of the Tomball ISD Board of Education FFA and EHAA relating to a coordinated health program.
☒	Child Abuse Prevention and Reporting	The District will follow the policies of the Tomball ISD Board of Education DG, DH, DHB, FFG, FFH, and GRA related to the prevention and reporting of child abuse.
☒	Child Sexual Abuse Prevention	The District will follow the policies of the Tomball ISD Board of Education DG, DH, DHB, FFG, FFH, and GRA related to the prevention and reporting of child abuse.
☒	Drug, Tobacco, Alcohol Prevention	The District will follow the policies of the Tomball ISD Board of Education FNF relating to drug, tobacco, and alcohol prevention to reduce and eliminate use.
☒	State Compensatory Education	The district-wide SCE plan is described in the District Improvement Plan. The comprehensive needs assessment of this DIP included an analysis of student achievement data for at-risk students.
☒	Dyslexia Treatment Program	The District will follow the policies of the Tomball ISD Board of Education EHB, FB, EHBC, and EKB relating to a Dyslexia Treatment Program.
☒	Trauma-Informed Care Policy	The District will follow the policies of the Tomball ISD Board of Education FFBA(LOCAL) in relation to requiring the integration of trauma-informed practices in each school environment.
☒	Duties of District SRO's	The District shall follow the policies of the Tomball ISD Board of Education CKE in relation to the duties of Peace Officers and School Resource Officers. The Board approves the duties of Peace Officers and School Resource Officers through an annual Memorandum of Understanding and those duties are detailed as: 1. Abide by school board policies and shall consult with and coordinate activities through the school principal but shall remain fully responsive to the chain of command of the law enforcement agency in all matters relating to employment and supervision. 2. Encourage individual and small group discussions about law enforcement related matters with students, faculty, and parents. 3. Refrain completely from functioning as a school disciplinarian. The School Resource Officer is not to be involved in the enforcement of disciplinary infractions that do not constitute violations of the law. 4. Confer with the principal to develop plans and strategies to prevent and/or minimize dangerous situations on or near the campus or involving students at school-related activities.

		5. Abide by school board policies and applicable law concerning interviews should it be necessary to conduct formal law enforcement interviews with students or staff on property or at school functions under jurisdiction of the School Board. 6. Give assistance to officers in matters regarding the duties of the SROs whenever necessary. 7. Reaffirm their roles as law enforcement officers by wearing their uniforms, unless doing so would be inappropriate for scheduled activities. (The uniform will also be worn at events where it will enhance the image of the officers and their ability to perform their duties.) 8. Officers work an eight hour shift that begins when they leave their department and ends when they return to their department. Any additional time must be compensated according to the Fair Labor Standards Act at time and a half.

Waivers

Tomball ISD has requested and been approved by the Commissioner of Education for the following waivers allowable through the Texas Education Code and the Texas Administrative Code:

Waiver Type	Reason	Expires	Description
Foreign Exchange Student (5 or more)	Financial or staffing hardship / diminish high quality services / competition for resources	2027	Allows the district to limit the number of foreign exchange students to 5 per high school.
Modified Schedule State Assessment Testing Days	STAAR EOC testing day schedules	2027	This waiver allows the district or charter school to modify the schedule of classes on State Assessment testing days during the school year to reduce interruptions during testing periods.
Texas Data Portal of Texas Assessment Management System	Use of Eduphoria Aware	2027	This waiver allows school districts and charter schools to apply for a waiver of participation in the teacher portal component of the Texas Assessment Management System. A waiver is granted if a district or charter school can provide assurance that the local teacher data portal meets the statutory requirements.
Staff Development General	Professional Development	2025	Each district and open-enrollment charter school may choose how to apply their approved Staff Development Minutes Waiver. For instance, schools may choose to offer early release, late start, all day staff development, or a combination. However, the total waiver minutes for staff development shall not exceed 2,100 minutes per year. This waiver is for staff development in place of student instruction; therefore, the waiver minutes are only applicable to staff development provided instead of student instruction during the school year. Effective with the 2019-2020 school year, the Staff Development Minutes Waiver may not be used prior to the first day of student instruction or after the last day of student instruction.
Full-Day Prekindergarten	Program Requirements	2025	This waiver exempts the district from the requirement to provide full-day prekindergarten for all eligible four-year old students.

District of Innovation

Tomball ISD is an approved Texas Education Agency District of Innovation. Districts of Innovation may be exempt from state statutes to:

- take greater local control in decision-making about the educational and instructional model for students
- have increased autonomy from state mandates that govern educational programing
- be empowered to innovate and plan differently – to think outside of the box

The Tomball ISD renewal plan will be in effect for the 2022-2023 school year through the 2026-2027 school year. This plan may be amended at any time by the committee with the approval of the Board of Trustees.

Statutory Exemption	Texas Education Code/ Tomball ISD Board Policy	Proposed Innovation
1. OPERATION OF SCHOOL AND SCHOOL ATTENDANCE	TEC 25.0811 EB(LEGAL)	To allow for a calendar that fits the local needs of our community, we would like to consider moving the mandatory start date back one week which would better benefit our students. a. Students will begin no earlier than the 2nd Monday of August. b. Teachers will begin no earlier than the 1st Monday of August. c. This will allow the first and second semesters to be closer in the number of days of instruction. d. The goal is to improve the district attendance rate and student success through the flexibility in the calendar. e. Flexible start dates and times will accommodate Early College High School schedules.
2. SUBMITTING WAIVERS FOR KINDERGARTEN – GRADE 4 CLASS SIZE	TEC 25.111 TEC 25.112 TEC 25.113 EEB(LEGAL)	While we certainly believe that small class size plays a positive role in the classroom, we do not believe it has a negative effect when you only add one or two more students. Many times it is not the number of the students but the makeup and chemistry of the classroom which influence the learning environment. a. TISD will attempt to keep all K-4th core classrooms to a 22:1 ratio. However, in the event the class size exceeds this ratio, the superintendent will report to the Board of Trustees. b. In the event a K-4th core classroom reaches 24:1, the campus will notify the parents of the number of students in the classroom and inform them of the situation. c. A TEA waiver will not be necessary when a K-4th classroom exceeds the 22:1 ratio. d. This gives TISD flexibility without having to apply for waivers within the Texas Education Agency.

3. TEACHER CERTIFICATION	TEC 21.003a TEC 21.057a-e (DK LEGAL) (DK LOCAL) (DK EXHIBIT)	In order to best serve TISD students and allow more flexibility in our scheduling and class offerings, certification issues will be handled locally. a. The campus principal may submit to the superintendent a request to allow a certified teacher to teach one subject out of their certified field. The principal must specify in writing the reason for the request and document what credentials the certified teacher possesses which qualify this individual to teach this subject. b. Flexibility with personnel on Title I campuses per ESSA guidelines. c. In exceptional circumstances, when a certified educator is not found for a unique or innovative class, the campus principal may submit to the superintendent a request for local certification that will allow a non-certified yet highly qualified professional to teach OR a certified educator to teach a subject in a related field for which she or he is not credentialed by the state. d. A teacher certification waiver, state permit applications or other paperwork will not be submitted to the Texas Education Agency.
4. IMPLEMENT A LOCAL TEACHER AND ADMINISTRATOR APPRAISAL SYSTEM	TEC 21.203 TEC 21.352 DNA(LEGAL)	a. Tomball ISD will follow a modified TTESS and TPESS as a localized Teacher Appraisal System and an Administrator Appraisal System, which are better aligned with the Tomball ISD strategic goals and student assessments. This exemption would allow flexibility to evaluate various performance measures, including classroom observations, goal setting and tracking, and collective student growth progress toward identified learning objectives. The local system will be detailed in Board Policy DNA(LOCAL) and accompanying documents.
5. CAMPUS BEHAVIOR COORDINATOR	TEC 37.0012 FO(LEGAL)	The proposal is for the District to seek exemption from the statute requiring each school to have a designated campus behavior coordinator. The relationships that are established between the campus administrator, counselor, student, and parent are the foundation for promoting and maintaining positive behavior. Utilizing a local district process allows the administrator who currently has a relationship with the parent and student to be the person to make parental contact. The administrator notifies the parent of discipline or behavior concerns, rather than having contact by a campus behavior coordinator, who may not know all the students, providing a much more individual and personal approach.

6. INTER-DISTRICT TRANSFERS	TEC 25.036 FDA(LEGAL)	Texas Education Code 25.036 and Tomball ISD Board Policy FDA (Local) currently allow for inter-district student transfers. Under Section 25.036, a transfer is interpreted to be for one school year. However, in rare instances, a transfer appears not to be in the best interest of the student, the students of Tomball ISD, and the District when the transferred student engages in behavior that warrants significant discipline, does not attend needed interventions, and/or has attendance that falls below the TEA truancy standard. In those rare instances, Tomball ISD seeks the ability to revoke the transfer during the one school year time period. Proposed Innovation: Tomball maintains an inter-district transfer policy under Board Policy FDA (Local) requiring nonresident students wishing to transfer to file a transfer application for each school year, and in approving transfer requests, the Superintendent or designee shall consider the availability of space and instructional staff and the student's disciplinary history and attendance records. Under Policy FDA, transfer students are expected to follow the rules and regulations of the District. The District is seeking to eliminate the provision of a one-year commitment in accepting an inter-district transfer for the following circumstances: - student behavior warrants suspension (in or out of school), placement in a disciplinary alternative program, or expulsion; and/or - student has not attended required interventions (if needed); and/or - student attendance falls below the TEA truancy standard.

TOMBALL
INDEPENDENT SCHOOL DISTRICT

Not just a district, a destination.