Not just a district, a destination.

TOMBALL

INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN
2024-2025

Campus Name	Northpointe Intermediate School
State Name	Northpointe INT
Campus ID#	101-921-109
Principal	Dr. Caitlin Cain
Date of Board Approval	October 15, 2024

TOMBALL
INDEPENDENT SCHOOL DISTRICT
DESTINATION EXCELLENCE

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.

Board of Education

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Assistant Superintendent of Human Talent

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Assistant Superintendent of Accountability

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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
September 30, 2019	May 5, 2022	January 26, 2023
October 2, 2020	July 5, 2022	April 13, 2023
December 15, 2020	September 22, 2022	May 18, 2023

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)

Campus Profile

Accreditation

Tomball Independent School District and Northpointe Intermediate School are 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.

Campus and Program Description

Northpointe Intermediate School has created a strong and lasting legacy in the community with meeting the needs of the whole student serving as a central cornerstone. As we look to the future, we commit ourselves to dedicating our focus on two other foundational principles: ensuring high quality instruction and further developing a collaborative campus culture. In that pursuit, we are anchoring our conversations, our decisions, and our plans in the PLC collaborative process and the Great Expectations framework. Teachers are given opportunities to visit nearby campuses to glean helpful ideas to implement in their own PLC collaborative meetings, while district and Solution Tree personnel periodically visit and help coach departments in fine-tuning that process and building the capacity of team leads and other campus leaders. In introducing the Great Expectations model two years ago, we took advantage of the training logistics to use a gradual-release-type approach with a small group of staff members to initially train and then trust them to generate campus excitement with the rest of their colleagues. Since that time, teachers and students have adopted many of the GE practices, and we look forward to further development and applying to be a GE model school for the second year in a row with the help of our GE coach.

We have implemented Accelerated Instruction measures in conjunction with HB1416 legislation to ensure that students who were not successful on previous STAAR tests will have the opportunity to receive targeted instruction in response to their personal growth areas. We are meeting the needs of our Emergent Bilingual students by ensuring that our teachers receive TELPAS training, which helps with designing their own instruction in ways that will be more inclusive of our student population. During the fall semester, students engage in the goal setting process by establishing 1 academic and 1 behavior goal. In the spring, teachers will conference with students to review and reflect on past STAAR achievement as they develop rigorous performance goals for upcoming STAAR assessment. In addition to targeting academics, the research-based Restorative Practices approach, use of community circles, and Emotional Backpack program all address behaviors and meet the overall social/emotional need of students, while engendering a growth mindset among staff members. We are excited to continue before- and after-school clubs to provide students and staff a sense of belonging within the community. Our staff members take advantage of lunch-and-learn opportunities as well as obtaining 30 GT hours in order to enrich their own practices, exemplifying a growth mindset. We are excited about our targeted and intentional approach to the essential practices of providing high-quality instruction and developing a collaborative culture, and look forward to our challenges with optimism and a shared purpose.

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.

School Population	Count	Percent
Student Total	789	**100%**
5th Grade	371	47.02%
6th Grade	418	52.98%
Student Demographics	Count	Percent
Gender		
Female	408	51.71%
Male	381	48.29%
Ethnicity		
Hispanic-Latino	206	26.11%
Race		
American Indian - Alaskan Native	1	0.13%
Asian	120	15.21%
Black - African American	70	8.87%
Native Hawaiian - Pacific Islander	0	0.00%
White	361	45.75%
Two-or-More	31	3.93%
Student Programs	Count	Percent
Dyslexia	74	9.38%
Gifted and Talented	152	19.26%
Regional Day School Program for the Deaf	1	0.13%
Section 504	78	9.89%
Special Education (SPED)	122	15.46%
Bilingual/ESL		
Emergent Bilingual (EB)	76	9.63%
Bilingual	0	0.00%
English as a Second Language (ESL)	71	9.00%
Alternative Bilingual Language Program	1	0.13%
Alternative ESL Language Program	0	0.00%
Title I Part A		
Schoolwide Program	0	0.00%
Targeted Assistance	0	0.00%

Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%
Student Indicators	Count	Percent
At-Risk	202	25.60%
Foster Care	3	0.38%
IEP Continuer	0	0.00%
Immigrant	14	1.77%
Intervention Indicator	109	13.81%
Migrant	0	0.00%
Military Connected	3	0.38%
Transfer In Students	21	2.66%
Unschooled Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	223	28.26%
Free Meals	169	21.42%
Reduced-Price Meals	30	3.80%
Other Economic Disadvantage	24	3.04%
Homeless and Unaccompanied Youth		
Homeless Status Total	0	0.00%
Shelter	0	0.00%
Doubled Up	0	0.00%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	0	0.00%
Is Unaccompanied Youth	0	0.00%
Special Education Services	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	12	9.84%
Auditory impairment	3	2.46%
Visual impairment	2	1.64%
Deaf-Blind	0	0.00%
Intellectual disability	11	9.02%
Emotional disturbance	16	13.11%
Learning disability	56	45.90%
Speech impairment	10	8.20%

Autism	12	9.84%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	0	0.00%
Instructional Settings		
Speech Therapy	10	8.20%
Homebound	2	1.64%
Hospital Class	0	0.00%
Mainstream	38	31.15%
Resource Room	58	47.54%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	14	11.48%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%
College and Career Readiness School Models	Count	Percent
Associate Degree Does not include leavers	0	0.00%
Early College High School (ECHS)	0	0.00%
New Tech	0	0.00%
P-Tech	0	0.00%
T-Stem	0	0.00%
Staff Information	Count	Percent
Administrative Support	15	19.74%
Teacher	54	71.05%
Educational Aide	7	9.21%
Auxiliary	0	0.00%

Campus Improvement Team (CIT)

A campus improvement team shall be established on each campus to assist the principal. The committee shall meet for the purpose of implementing planning processes and site-based decision making in accordance with Board policy and administrative procedures and shall be chaired by the principal.

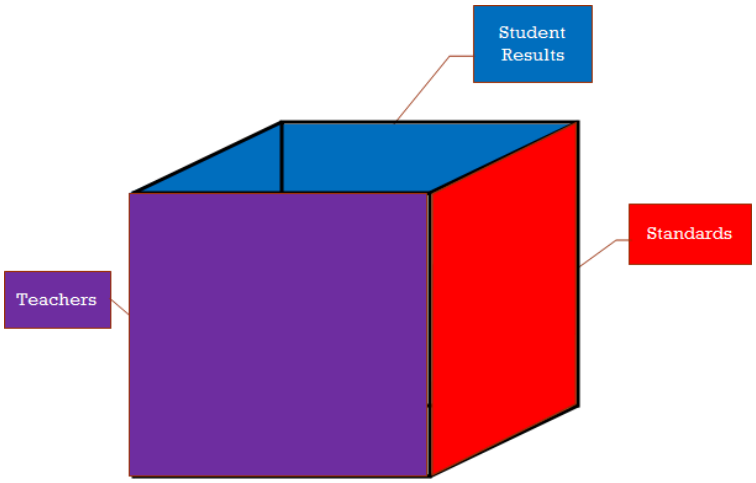
The committee shall serve exclusively in an advisory role except that each campus committee shall approve staff development of a campus nature.

Campus Improvement Team (CIT) Membership

Name of CIT Member	Position	Meeting Dates
Jennifer Adams	District Appointee	9/18/2024
Sheri Mohle	Classroom Teacher	11/6/2024
Shelby Guerra	Classroom Teacher	2/5/2025
Neva Hall	Parent	4/9/2025
Megan Agnew	Non-classroom Professional	
Fatima Alikhan	Community Representative	
Shane Nobles	Business Representative	
Taylor Osbourne	Business Representative	
Kim Hart	Community Representative	
Trista Farley	Parent	
MIchelle Wilson	Classroom Teacher	
Andrea Hughes	Classroom Teacher	

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

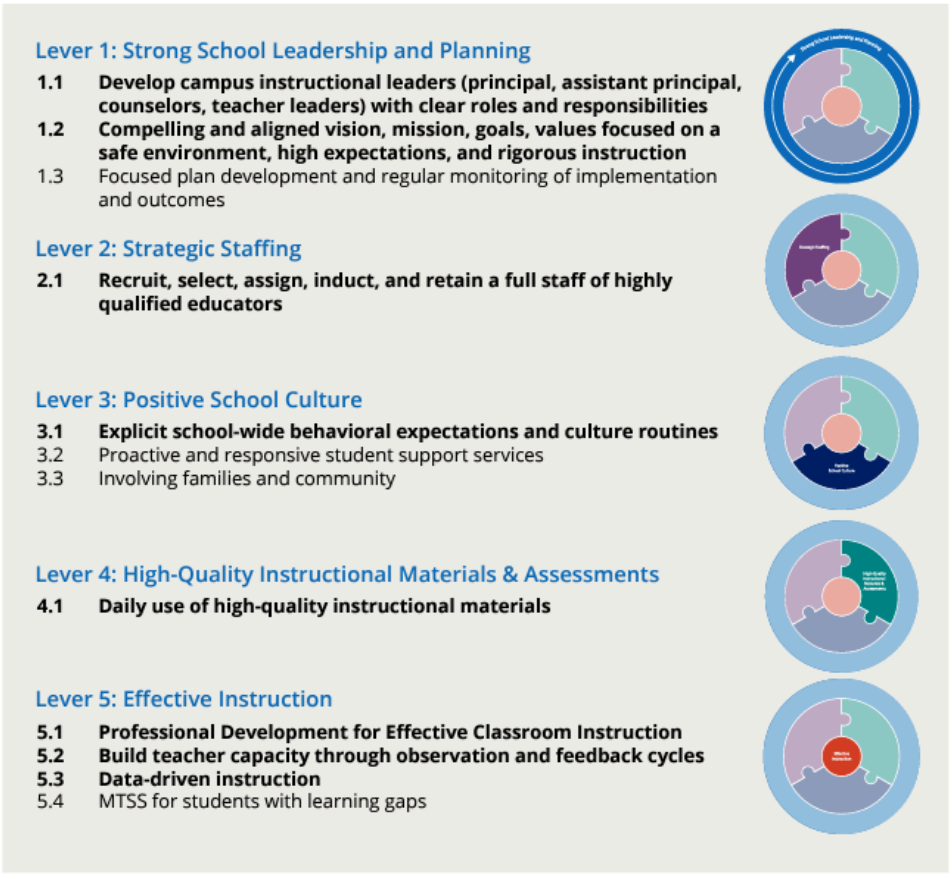
Capacity building is a key part of the school improvement process. Campuses can partner with Vetted Improvement Partners (VIPs) or Education Services Centers (ESCs) who offer services to help improve campus practices and procedures aligned to specific essential actions of the Effective Schools Framework.

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

Detailed district and campus level reports are available publicly at: https://txresearchportal.com.

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 5 Reading Language Arts

District: 101-921 TOMBALL ISD
Campus: 109 NORTHPOINTE INT

Report Date: JULY 2024
Date of Testing: SPRING 2024

Administration Summary	Number	Percent
Students Tested	372	100
Students Not Tested		
Absent	1	0
Other	0	0
Total Documents Submitted	373	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			
												26		26	
												Avg. # of Points / % Achieved			
				#	%	#	%	#	%	#	%	#	%	#	%
All Students		372	1680	32	9	340	91	267	72	167	45	17.6	68	16.3	63
Male		173	1665	17	10	156	90	115	66	71	41	17.2	66	15.6	60
Female		199	1694	15	8	184	92	152	76	96	48	17.9	69	16.9	65
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		100	1641	7	7	93	93	62	62	32	32	16.2	62	15.2	58
American Indian or Alaska Native		1	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		50	1737	5	10	45	90	40	80	29	58	18.6	72	18.3	71
Black or African American		34	1632	6	18	28	82	20	59	11	32	16.1	62	14.5	56
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---
White		172	1691	14	8	158	92	130	76	86	50	18.1	70	16.7	64
Two or More Races		15	1734	0	0	15	100	14	93	8	53	20.1	77	17.2	66
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes	112	1615	15	13	97	87	60	54	35	31	15.3	59	14.2	55
	No	260	1709	17	7	243	93	207	80	132	51	18.5	71	17.3	66
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	Participants	1	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	371	1681	31	8	340	92	267	72	167	45	17.6	68	16.4	63
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	372	1680	32	9	340	91	267	72	167	45	17.6	68	16.3	63
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner		34	1603	4	12	30	88	19	56	11	32	14.5	56	14.3	55
Monitored 1st Year, reclassified from EB/EL		3	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL		4	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL		10	1840	0	0	10	100	10	100	7	70	22.3	86	20.6	79
Former EB/EL (Post Monitoring)		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner		321	1679	28	9	293	91	231	72	142	44	17.6	68	16.3	63
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	372	1680	32	9	340	91	267	72	167	45	17.6	68	16.3	63
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	Participants	32	1601	4	13	28	88	17	53	11	34	14.5	56	14.2	55
	Nonparticipants	340	1688	28	8	312	92	250	74	156	46	17.8	69	16.5	64
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	Yes	57	1516	23	40	34	60	19	33	10	18	12.6	48	10.8	42
	No	315	1710	9	3	306	97	248	79	157	50	18.5	71	17.3	67
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504	Yes	36	1609	3	8	33	92	22	61	5	14	16.3	63	12.8	49
	No	336	1688	29	9	307	91	245	73	162	48	17.7	68	16.7	64
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	Participants	69	1846	0	0	69	100	68	99	61	88	22.0	85	21.9	84
	Nonparticipants	303	1643	32	11	271	89	199	66	106	35	16.5	64	15.1	58
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	Yes	90	1563	18	20	72	80	38	42	19	21	13.7	53	12.6	49
	No	282	1718	14	5	268	95	229	81	148	52	18.8	72	17.5	67
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 5 Mathematics

District: 101-921 TOMBALL ISD
Campus: 109 NORTHPOINTE INT

Report Date: JULY 2024
Date of Testing: SPRING 2024

Administration Summary

	Number	Percent
Students Tested	372	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	372	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							
											7		20		10		5	
											Avg. # of Points / % Achieved							
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	372	1712	44	12	328	88	249	67	119	32	4.6	65	12.7	64	6.6	66	3.4	67
Male	173	1727	23	13	150	87	120	69	65	38	4.7	67	13.1	66	6.7	67	3.4	68
Female	199	1699	21	11	178	89	129	65	54	27	4.5	64	12.3	62	6.5	65	3.3	67
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	100	1658	17	17	83	83	53	53	19	19	4.1	58	11.6	58	5.8	58	3.1	62
American Indian or Alaska Native	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	50	1825	2	4	48	96	42	84	26	52	5.8	83	14.8	74	7.7	77	3.9	77
Black or African American	34	1628	9	26	25	74	15	44	6	18	3.9	56	10.1	50	5.6	56	3.1	61
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	172	1722	16	9	156	91	125	73	61	35	4.6	66	13.0	65	6.9	69	3.4	68
Two or More Races	15	1773	0	0	15	100	13	87	7	47	5.1	72	15.1	76	7.5	75	3.9	77
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged — Yes	112	1654	21	19	91	81	65	58	20	18	4.2	60	11.1	55	5.9	59	3.1	62
Economically Disadvantaged — No	260	1737	23	9	237	91	184	71	99	38	4.7	68	13.4	67	6.9	69	3.5	70
Economically Disadvantaged — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — Participants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — Nonparticipants	371	1713	43	12	328	88	249	67	119	32	4.6	66	12.7	64	6.6	66	3.4	67
Title I, Part A — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — No	372	1712	44	12	328	88	249	67	119	32	4.6	65	12.7	64	6.6	66	3.4	67
Migrant — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner	34	1668	5	15	29	85	19	56	8	24	4.5	65	11.5	58	5.9	59	3.1	62
Monitored 1st Year, reclassified from EB/EL	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	10	1922	0	0	10	100	9	90	9	90	6.3	90	17.4	87	8.7	87	4.0	80
Former EB/EL (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner	321	1706	39	12	282	88	214	67	97	30	4.5	64	12.6	63	6.6	66	3.4	67
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Nonparticipants	372	1712	44	12	328	88	249	67	119	32	4.6	65	12.7	64	6.6	66	3.4	67
Bilingual — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL — Participants	32	1671	5	16	27	84	18	56	8	25	4.6	66	11.5	57	5.8	58	3.2	64
ESL — Nonparticipants	340	1716	39	11	301	89	231	68	111	33	4.6	65	12.8	64	6.7	67	3.4	68
ESL — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education — Yes	57	1589	21	37	36	63	19	33	6	11	3.5	49	9.6	48	4.6	46	2.6	53
Special Education — No	315	1734	23	7	292	93	230	73	113	36	4.8	68	13.3	66	7.0	70	3.5	70
Special Education — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 — Yes	36	1661	5	14	31	86	19	53	9	25	3.8	55	11.7	58	6.0	60	3.2	64
Section 504 — No	336	1718	39	12	297	88	230	68	110	33	4.7	67	12.8	64	6.7	67	3.4	68
Section 504 — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented — Participants	69	1913	1	1	68	99	68	99	61	88	5.9	85	17.4	87	8.8	88	4.4	88
Gifted/Talented — Nonparticipants	303	1666	43	14	260	86	181	60	58	19	4.3	61	11.6	58	6.1	61	3.1	63
Gifted/Talented — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk — Yes	90	1606	23	26	67	74	31	34	15	17	3.6	51	10.0	50	5.0	50	2.7	54
At-Risk — No	282	1746	21	7	261	93	218	77	104	37	4.9	70	13.6	68	7.1	71	3.6	72
At-Risk — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 5 Science

District: 101-921 TOMBALL ISD
Campus: 109 NORTHPOINTE INT

Report Date: JULY 2024
Date of Testing: SPRING 2024

Administration Summary	Number	Percent
Students Tested	371	100
Students Not Tested		
Absent	0	0
Other	1	0
Total Documents Submitted	372	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							
												5		9		13		12	
												Avg. # of Points / % Achieved							
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students		371	4066	68	18	303	82	201	54	106	29	3.3	65	5.0	56	8.9	69	7.4	62
Male		173	4100	31	18	142	82	96	55	59	34	3.3	66	5.3	59	8.9	69	7.5	62
Female		198	4037	37	19	161	81	105	53	47	24	3.2	64	4.8	54	9.0	69	7.3	61
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		100	3885	26	26	74	74	39	39	14	14	3.0	61	4.3	48	8.2	63	6.7	56
American Indian or Alaska Native		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		50	4296	5	10	45	90	36	72	22	44	3.5	71	5.7	64	9.8	76	8.1	68
Black or African American		33	3932	10	30	23	70	13	39	5	15	3.0	60	4.5	50	8.5	65	6.6	55
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		172	4119	27	16	145	84	102	59	60	35	3.3	67	5.3	59	9.2	70	7.7	64
Two or More Races		15	4232	0	0	15	100	11	73	5	33	3.5	71	5.7	63	9.9	76	8.2	68
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Yes*	112	3854	31	28	81	72	43	38	12	11	3.0	61	4.2	47	8.3	64	6.3	53
	No	259	4158	37	14	222	86	158	61	94	36	3.4	67	5.4	60	9.2	71	7.9	66
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	370	4068	67	18	303	82	201	54	106	29	3.3	65	5.0	56	9.0	69	7.4	62
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	371	4066	68	18	303	82	201	54	106	29	3.3	65	5.0	56	8.9	69	7.4	62
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner		33	3791	12	36	21	64	12	36	6	18	2.9	59	4.0	44	7.8	60	6.3	53
Monitored 1st Year, reclassified from EB/EL		3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL		4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL		10	4706	0	0	10	100	10	100	8	80	4.0	80	7.2	80	11.4	88	9.6	80
Former EB/EL (Post Monitoring)		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner		321	4062	56	17	265	83	172	54	87	27	3.3	65	5.0	56	8.9	69	7.4	62
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	371	4066	68	18	303	82	201	54	106	29	3.3	65	5.0	56	8.9	69	7.4	62
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	31	3793	12	39	19	61	12	39	6	19	3.0	59	4.0	45	7.6	59	6.4	53
	Nonparticipants	340	4091	56	16	284	84	189	56	100	29	3.3	66	5.1	57	9.1	70	7.5	63
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	57	3582	27	47	30	53	11	19	6	11	2.6	52	3.8	42	6.6	51	5.4	45
	No	314	4154	41	13	273	87	190	61	100	32	3.4	68	5.3	58	9.4	72	7.8	65
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504	*Yes*	36	4068	8	22	28	78	16	44	9	25	3.3	67	4.9	55	8.7	67	7.6	63
	No	335	4066	60	18	275	82	185	55	97	29	3.3	65	5.0	56	9.0	69	7.4	62
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	69	4634	0	0	69	100	68	99	52	75	4.1	82	7.0	78	11.0	85	9.6	80
	Nonparticipants	302	3937	68	23	234	77	133	44	54	18	3.1	61	4.6	51	8.5	65	6.9	58
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	89	3684	37	42	52	58	19	21	9	10	2.6	52	4.0	44	7.2	56	5.8	48
	No	282	4187	31	11	251	89	182	65	97	34	3.5	69	5.4	60	9.5	73	7.9	66
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 6 Reading Language Arts

District: 101-921 TOMBALL ISD
Campus: 109 NORTHPOINTE INT

Report Date: JULY 2024
Date of Testing: SPRING 2024

Administration Summary	Number	Percent
Students Tested	409	100
Students Not Tested		
Absent	0	0
Other	1	0
Total Documents Submitted	410	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	409	1734	40	10	369	90	312	76	200	49	18.6	66	18.0	64
Male	207	1709	26	13	181	87	149	72	87	42	17.9	64	16.9	60
Female	202	1759	14	7	188	93	163	81	113	56	19.3	69	19.2	69
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	109	1706	12	11	97	89	75	69	46	42	17.9	64	16.7	60
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	69	1822	3	4	66	96	64	93	44	64	20.6	74	21.5	77
Black or African American	39	1670	12	31	27	69	24	62	17	44	16.4	59	15.1	54
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---
White	179	1726	13	7	166	93	138	77	84	47	18.6	66	18.0	64
Two or More Races	13	1787	0	0	13	100	11	85	9	69	20.2	72	20.5	73
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged — Yes	105	1667	19	18	86	82	64	61	27	26	16.3	58	14.7	53
Economically Disadvantaged — No	304	1757	21	7	283	93	248	82	173	57	19.4	69	19.2	68
Economically Disadvantaged — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — Nonparticipants	409	1734	40	10	369	90	312	76	200	49	18.6	66	18.0	64
Title I, Part A — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — No	409	1734	40	10	369	90	312	76	200	49	18.6	66	18.0	64
Migrant — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner	39	1648	7	18	32	82	22	56	10	26	15.4	55	14.5	52
Monitored 1st Year, reclassified from EB/EL	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	2	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	3	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	21	1843	0	0	21	100	20	95	14	67	21.0	75	23.0	82
Non-Emergent Bilingual/Non-English Learner	342	1734	33	10	309	90	263	77	169	49	18.7	67	18.0	64
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Nonparticipants	409	1734	40	10	369	90	312	76	200	49	18.6	66	18.0	64
Bilingual — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL — Participants	38	1649	7	18	31	82	22	58	10	26	15.4	55	14.5	52
ESL — Nonparticipants	371	1742	33	9	338	91	290	78	190	51	18.9	68	18.4	66
ESL — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education — Yes	46	1538	22	48	24	52	12	26	3	7	11.9	43	9.6	34
Special Education — No	363	1759	18	5	345	95	300	83	197	54	19.4	69	19.1	68
Special Education — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 — Yes	40	1672	4	10	36	90	25	63	11	28	17.6	63	15.0	53
Section 504 — No	369	1740	36	10	333	90	287	78	189	51	18.7	67	18.4	66
Section 504 — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented — Participants	82	1904	0	0	82	100	82	100	80	98	23.2	83	25.0	89
Gifted/Talented — Nonparticipants	327	1691	40	12	287	88	230	70	120	37	17.4	62	16.3	58
Gifted/Talented — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk — Yes	101	1605	30	30	71	70	44	44	16	16	14.3	51	12.3	44
At-Risk — No	308	1776	10	3	298	97	268	87	184	60	20.0	71	19.9	71
At-Risk — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 6 Mathematics

District: 101-921 TOMBALL ISD
Campus: 109 NORTHPOINTE INT

Report Date: JULY 2024
Date of Testing: SPRING 2024

Administration Summary	Number	Percent
Students Tested	411	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	411	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	411	1855	36	9	375	91	294	72	166	40	7.2	66	10.9	73	4.2	61	6.6	66
Male	208	1859	21	10	187	90	151	73	92	44	7.4	68	10.9	72	4.2	60	6.7	67
Female	203	1851	15	7	188	93	143	70	74	36	7.0	64	10.9	73	4.2	61	6.6	66
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	110	1808	10	9	100	91	67	61	32	29	6.4	58	10.3	68	3.9	56	6.1	61
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	69	2008	1	1	68	99	63	91	48	70	8.9	81	13.0	86	5.3	76	7.9	79
Black or African American	40	1789	12	30	28	70	21	53	11	28	6.5	59	8.9	59	3.6	51	5.5	55
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	179	1838	11	6	168	94	133	74	67	37	7.2	66	10.9	73	4.1	59	6.6	66
Two or More Races	13	1896	2	15	11	85	10	77	8	62	7.5	69	11.3	75	4.5	65	7.7	77
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged: *Yes*	105	1775	19	18	86	82	55	52	23	22	6.2	56	9.1	61	3.6	52	5.6	56
Economically Disadvantaged: *No*	306	1883	17	6	289	94	239	78	143	47	7.6	69	11.5	77	4.4	63	7.0	70
Economically Disadvantaged: *No Information Provided*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A: *Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A: *Nonparticipants*	411	1855	36	9	375	91	294	72	166	40	7.2	66	10.9	73	4.2	61	6.6	66
Title I, Part A: *No Information Provided*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant: *Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant: *No*	411	1855	36	9	375	91	294	72	166	40	7.2	66	10.9	73	4.2	61	6.6	66
Migrant: *No Information Provided*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner	39	1826	3	8	36	92	25	64	12	31	6.6	60	10.5	70	4.2	60	5.9	59
Monitored 1st Year, reclassified from EB/EL	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	21	2004	1	5	20	95	18	86	16	76	8.9	81	12.8	85	5.4	78	8.0	80
Non-Emergent Bilingual/Non-English Learner	344	1846	32	9	312	91	244	71	133	39	7.2	65	10.8	72	4.1	59	6.6	66
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual: *Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual: *Nonparticipants*	411	1855	36	9	375	91	294	72	166	40	7.2	66	10.9	73	4.2	61	6.6	66
Bilingual: *No Information Provided*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL: *Participants*	38	1826	3	8	35	92	24	63	12	32	6.6	60	10.4	69	4.2	60	5.9	59
ESL: *Nonparticipants*	373	1858	33	9	340	91	270	72	154	41	7.3	66	11.0	73	4.2	61	6.7	67
ESL: *No Information Provided*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education: *Yes*	46	1659	17	37	29	63	11	24	4	9	4.7	43	6.6	44	2.5	36	4.2	42
Special Education: *No*	365	1880	19	5	346	95	283	78	162	44	7.5	69	11.5	76	4.5	64	7.0	70
Special Education: *No Information Provided*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504: *Yes*	40	1803	2	5	38	95	28	70	13	33	7.1	64	10.3	69	3.9	56	6.3	63
Section 504: *No*	371	1861	34	9	337	91	266	72	153	41	7.3	66	11.0	73	4.3	61	6.7	67
Section 504: *No Information Provided*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented: *Participants*	82	2087	0	0	82	100	82	100	78	95	9.8	89	14.3	95	6.0	85	8.9	89
Gifted/Talented: *Nonparticipants*	329	1798	36	11	293	89	212	64	88	27	6.6	60	10.1	67	3.8	54	6.1	61
Gifted/Talented: *No Information Provided*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk: *Yes*	101	1725	25	25	76	75	39	39	14	14	5.3	49	8.2	54	3.2	45	4.9	49
At-Risk: *No*	310	1898	11	4	299	96	255	82	152	49	7.8	71	11.8	79	4.6	65	7.2	72
At-Risk: *No Information Provided*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Attendance

Northpointe Intermediate	PIA - Cumulative 2023-2024
All Students	**95.9%**
Ethnicity	
Hispanic/Latino	95.8%
American Indian or Alaska Native	92.9%
Asian	97.5%
Black or African American	96.0%
Native Hawaiian or Other Pacific Islander	-
White	95.4%
Two or More Races	95.4%
Gender	
Male	96.0%
Female	95.7%
Grade	
5th	96.2%
6th	95.6%
Special Population	
At Risk	95.6%
Early Reading Indicator	-
Economic Disadvantage	94.8%
Emergent Bilingual	97.0%
Foster Care	95.0%
Gifted and Talented	97.3%
Homeless Status	89.1%
Migrant	-
Military Connected	90.3%
RDSPD	100.0%
Section 504	95.6%
Special Education	94.0%
Unaccompanied Youth	-

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	823	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2022-2023	817	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2021-2022	778	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Northpointe Intermediate	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	819	31	23	2.81%	12	9	1.10%	3	3	0.37%	0	0	0.00%	46	28	3.42%
Asian	123	5	3	2.44%	0	0	0.00%	0	0	0.00%	0	0	0.00%	5	3	2.44%
Black or African American	77	10	7	9.09%	6	3	3.90%	1	1	1.30%	0	0	0.00%	17	8	10.39%
Hispanic/Latino	217	5	4	1.84%	2	2	0.92%	1	1	0.46%	0	0	0.00%	8	5	2.30%
American Indian or Alaska Native	1	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%
Two or More Races	33	0	0	0.00%	1	1	3.03%	1	1	3.03%	0	0	0.00%	2	1	3.03%
White	368	11	9	2.45%	3	3	0.82%	0	0	0.00%	0	0	0.00%	14	11	2.99%
Female	420	2	2	0.48%	1	1	0.24%	1	1	0.24%	0	0	0.00%	4	3	0.71%
Male	399	29	21	5.26%	11	8	2.01%	2	2	0.50%	0	0	0.00%	42	25	6.27%
Special Education - Summer	135	15	9	6.67%	8	5	3.70%	1	1	0.74%	0	0	0.00%	24	11	8.15%
Economic Disadvantage - Fall	223	19	13	5.83%	6	4	1.79%	1	1	0.45%	0	0	0.00%	26	15	6.73%
Economic Disadvantage - Summer	248	21	15	6.05%	6	4	1.61%	1	1	0.40%	0	0	0.00%	28	17	6.85%
At Risk - Fall	202	16	11	5.45%	7	4	1.98%	2	2	0.99%	0	0	0.00%	25	13	6.44%
ESL - Fall	71	6	4	5.63%	1	1	1.41%	0	0	0.00%	0	0	0.00%	7	5	7.04%
Section 504 - Summer	94	3	3	3.19%	0	0	0.00%	0	0	0.00%	0	0	0.00%	3	3	3.19%

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

Campuswide Reform Strategies and SMART Goals

The Campus will implement the following campus-wide reform strategies to address campus 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 Campus will particularly address the needs of those at-risk of not meeting the challenging State academic standards. This Campus will use methods and instructional strategies to strengthen the academic program in the Campus, 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 1	*Increase 5th Grade Math Meets scores by 5% (67% to 72%) and Masters scores by 8% (32% to 40%) by focusing on specific subpopulations that did not meet growth the previous school year.*
Strategies	High Quality Instruction, Collaboration, Supervision

Actions	***Responsible***	***Timeline***	***Resource(s)***	***Evaluation***
5th Grade Math teachers will use TEK progress monitoring throughout the school year for each unit	*5th Grade Math Teachers*	*September - May*	*Team created progress monitoring tool*	*Review after every unit of the progress monitoring tool that is being utilized in the classrooms.*
Data analysis will be present in 85% of Math collaboratives throughout the school year.	*Team Leads* *Math Specialist*	*Weekly (Aug-May)*	*Aware, Cambium, Schoology*	*Quarterly review of Admin Tracking Sheet*
Teachers will include more quick checks and warm-ups will be spiral TEKs that students are not performing well on (focusing on formative and summative assessment data during and after each unit to ensure success for sub-populations).	*Team Leads* *5th Grade Math Teachers* *Math Specialist*	*September- May*	*Aware, Cambium, Schoology*	*Pre and Post Assessments, progress monitoring tools will be analyzed after every unit, including TEK tracking and exit tickets, during collaboratives.*
Math specialist will alternate weeks where she is pushing into classrooms to better assist small groups within the classroom	*Math Specialist*	*September-May*	*Team created document monitoring small groups and tiered students*	*Review data after every unit of the students in small groups to analyze progress that is being made*

Goal 2	*Increase 5th Grade Science Meets scores by 6% (55% to 61%) and Masters scores by 4% (29% to 33%) by focusing on specific subpopulations that did not meet growth the previous school year.*
Strategies	High Quality Instruction, Collaboration, Supervision

Actions	***Responsible***	***Timeline***	***Resource(s)***	***Evaluation***
5th Grade Science teachers will use TEK progress monitoring throughout the school year for each unit	*5th Grade Science teachers*	*September - May*	*Team created progress monitoring tool*	*Review after every unit and ensure the progress monitoring tool is being utilized in classrooms*
Data analysis will be present in 85% of Science collaboratives throughout the school year.	*Team Lead, Specialists*	*Weekly (Aug-May)*	*Aware, Cambium, Schoology*	*Quarterly Review of Admin Tracking Sheet*
5th Grade Science teachers will use formative and summative assessment data during and after each unit to ensure success for all sub-pops. Teachers will use their post-assessment reflection sheets and conferences to decide if they should spiral TEKs or standards into lessons moving forward.	*Team Leads* *5th Grade Science Teachers* *Science Specialist*	*September-May*	*Aware, Cambium, Schoology*	*Pre and Post Assessments, team created progress monitoring tools that analyzes every unit including TEK tracking and reassessment opportunities*
Science Specialist will alternate weeks where she is pushing into classrooms to better assist small groups within the classroom	*Science Specialist*	*September-May*	*Team created document monitoring small groups and tiered students*	*Review data after every unit of the students in small groups to analyze progress that is being made*

Goal 3	*Increase ECR scores where 70% of 5th and 6th grade students will score a 4 or higher on the ECR.*			
Strategies	High Quality Instruction, Collaboration, Professional Development			
Actions	***Responsible***	***Timeline***	***Resource(s)***	***Evaluation***
Provide staff training on ECR writing and student response.	*Reading Specialist* *Team Leads*	*September- May*	*RLA Director* *Rubric for ECR writings*	*Evaluate writings at the end of each unit to see if adjustments to ECR instruction and implementation are necessary*
Calibrate ECR ratings with 5th and 6th grade RLA teachers after each district provided and created benchmark assessment	*Reading Specialist* *Team Leads* *5th and 6th grade RLA teachers*	*Each quarter after every unit assessment*	*Rubric for ECR calibrations* *Providing appropriate time (via subs) for teachers to calibrate and have discussions*	*Meet with team leads after calibration days to ensure we are analyzing the rubric appropriately and adjusting instruction based on scores of ECRs*
Reading Specialist will alternate weeks where she is pushing into classrooms to better assist small groups within the classroom	*Reading Specialist*	*September-May*	*Team created document monitoring small groups and tiered students*	*Review data after every unit of the students in small groups to analyze progress that is being made*

Goal 4	*Develop Campus wide leaders through Dominate Leadership Principles*			
Strategies	Quarterly Professional Development			
Actions	***Responsible***	***Timeline***	***Resource(s)***	***Evaluation***
Collaborative, interactive leadership development	*Caitlin Cain, Sara Rush and Kevin Williams*	*Quarterly*	*Workbook development and various speakers*	*Pre and post assessment of participants*

Staff Development Needs

Summary of Needs:

TOMBALL ISD
Professional Learning

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.

The professional learning and development provided for all staff members is aligned to district Goals, Priorities contained in the Destination 2030 strategic plan, and designed to support the TISD Boulders.

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.

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 about the following:
Great Expectations
Emotional Backpack & Wraparound Services

Technology and Digital Learning:
Continued integration of technology into instruction enhances blended learning outcomes.

Quality Staffing and Professional Learning:
All professional learning sessions are aligned to TISD Boulders:
Collaborative Culture
High Quality Instruction
Social & Emotional Learning

Campus Staff Development Needs

Date of CIT Approval:	9/18/2024

Summary of Needs:

Solution Tree training focused on quality PLCs and backwards planning.

Working with content specialists and content Directors regarding essential learning standards and understanding unit plans/YAGs.

Continue coaching sessions with Great Expectations coach and utilize training/resources that are provided through GE.

Work with the Assistant Superintendent of Strategic Innovation to create professional learning opportunities that are focused on understanding the standards.

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 in relation to requiring the integration of trauma-informed practices in each school environment. The Board approved the Trauma-Informed Care within the Student Code of Conduct Handbook.

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.

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.