Not just a district, a destination.

TOMBALL

INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN
2024-2025

Campus Name	Tomball Memorial High School
State Name	Tomball Memorial HS
Campus ID#	101-921-002
Principal	Jennifer Collier
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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Dr. Amy Schindewolf
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Assistant Superintendent of Human Talent

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Assistant Superintendent of Strategic Initiatives

Table of Contents

Table of Contents 3
Tomball ISD Non-Discrimination Policies 4
Legal Notice 5
Federal Funds 10
Vision, Mission, Goals, and Objectives 12
Campus Profile 14
Accreditation 14
Campus and Program Description 14
Demographics 15
Campus Improvement Team (CIT) 18
Data Analysis and Comprehensive Needs Assessment 19
Sample Integrated Data Sources 19
Effective Schools Framework (ESF) 20
ESF Theory of Action 20
ESF Levers 21
Accountability Summary and Performance Data 22
State A-F Accountability 22
STAAR Results 23
Attendance 28
Discipline 29
Campuswide Reform Strategies and SMART Goals 31
Staff Development Needs 36
Assurances 38
Dropout Prevention 39
Waivers 41
District of Innovation 42

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 Tomball Memorial High School are fully accredited by the Texas Education Agency with no warnings or probationary sanctions for the district nor any campuses.

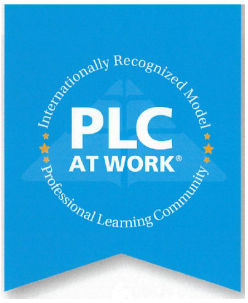
Tomball ISD Is a Texas Education Agency District of Innovation.

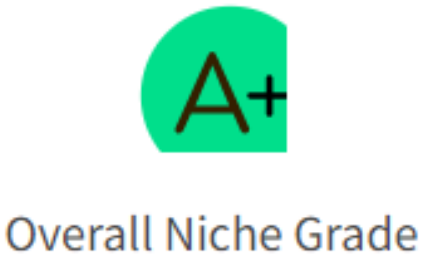
Campus and Program Description

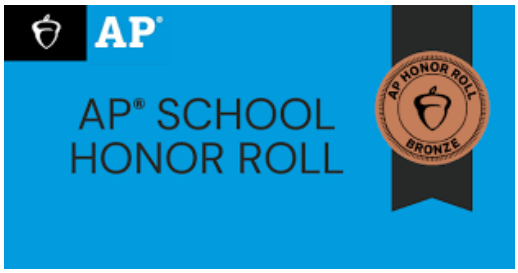
Tomball Memorial High School is a 6A campus with approximately 3,133 students. Teachers and staff have been selected through an extensive interview process with a focus on student performance, student growth, collaboration and relationships. Students at Tomball Memorial High School are challenged on a daily basis through rigorous classroom instruction as scores have shown this to be a very high performing campus. Over 50% of the student population take TAP, AP or DC courses offered by instructors on campus. In addition, over 50% of the student population is involved in some type of extracurricular activity.

Tomball Memorial has been very successful in extracurricular activities with students reaching the playoffs in many of our sports, qualifying and placing at the state and national level in Fine Arts, Cheer, UIL Academics and CTE programs as well. As a campus, Tomball Memorial places a high focus on collaboration and professional learning communities and is recognized as a PLC Model Campus. Time during the day is built into the master schedule for a majority of our teams to collaborate and plan together in order to provide the best possible initial instruction for students.

In addition, the campus also has a dedicated 40 minute time each day called Wildcat Den, that is used for intervention and enrichment of our students. The program focuses on HB41416, CCMR, PSAT, SAT and AP intervention and enrichments so students have the ability to be successful. Tomball Memorial High School prides itself on having a welcoming environment that supports all teachers and students and there is a strong focus on the campus core values which shapes the culture of the school.







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	3,141	**100%**
9th Grade	835	26.58%
10th Grade	822	26.17%
11th Grade	753	23.97%
12th Grade	731	23.27%
Student Demographics	Count	Percent
Gender		
Female	1,543	49.12%
Male	1,598	50.88%
Ethnicity		
Hispanic-Latino	956	30.44%
Race		
American Indian - Alaskan Native	3	0.10%
Asian	371	11.81%
Black - African American	212	6.75%
Native Hawaiian - Pacific Islander	1	0.03%
White	1,457	46.39%
Two-or-More	141	4.49%
Student Programs	Count	Percent
Dyslexia	123	3.92%
Gifted and Talented	354	11.27%
Regional Day School Program for the Deaf	1	0.03%
Section 504	332	10.57%
Special Education (SPED)	230	7.32%
Bilingual/ESL		
Emergent Bilingual (EB)	237	7.55%
Bilingual	0	0.00%
English as a Second Language (ESL)	221	7.04%
Alternative Bilingual Language Program	0	0.00%
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	2	0.06%
Neglected	0	0.00%
Student Indicators	Count	Percent
At-Risk	671	21.36%
Foster Care	4	0.13%
IEP Continuer	3	0.10%
Immigrant	59	1.88%
Intervention Indicator	154	4.90%
Migrant	0	0.00%
Military Connected	21	0.67%
Transfer In Students	29	0.92%
Unschooled Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	876	27.89%
Free Meals	601	19.13%
Reduced-Price Meals	124	3.95%
Other Economic Disadvantage	151	4.81%
Homeless and Unaccompanied Youth		
Homeless Status Total	2	0.06%
Shelter	0	0.00%
Doubled Up	2	0.06%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	2	0.06%
Is Unaccompanied Youth	0	0.00%
Special Education Services	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	2	0.87%
Other health impairment	54	23.48%
Auditory impairment	3	1.30%
Visual impairment	1	0.43%
Deaf-Blind	1	0.43%
Intellectual disability	22	9.57%
Emotional disturbance	24	10.43%

Learning disability	77	33.48%
Speech impairment	4	1.74%
Autism	42	18.26%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	0	0.00%
Instructional Settings		
Speech Therapy	4	1.74%
Homebound	2	0.87%
Hospital Class	0	0.00%
Mainstream	94	40.87%
Resource Room	91	39.57%
VAC	2	0.87%
Off Home Campus	1	0.43%
State School	0	0.00%
Residential Care	1	0.43%
Self Contained	33	14.35%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	1	0.43%
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	38	15.57%
Teacher	187	76.64%
Educational Aide	19	7.79%
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.

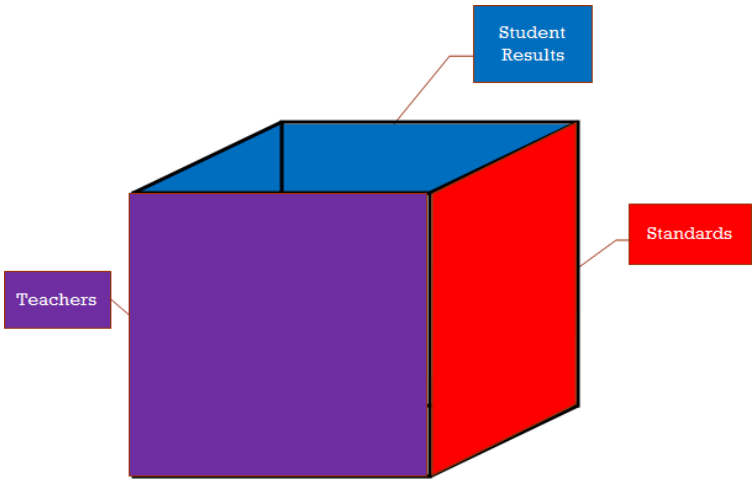
Campus Improvement Team (CIT) Membership

Name of CIT Member	Position
Karla Sandoval	District Appointee
Janet Stackhouse	Classroom Teacher
Shelley Stout	Classroom Teacher
Laura Higley	Classroom Teacher
Shelly Solis	Classroom Teacher
Shelly Wheeler	Classroom Teacher
Diana Toscano	Classroom Teacher
Katarina Lewandowski	Classroom Teacher
Andrew Easton	Classroom Teacher
Jill Hayes	Non-classroom Professional
Tamara Hamilton	Business Representative
Jennifer Whiting	Business Representative
Amanda Bass	Parent
Shannon Lewis	Parent
Robin LaRue	Community Representative
Dawn Rodriguez	Community Representative

Meeting Dates
9/17/2024
11/14/2024
2/6/2025
4/17/2025

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.

Lever 1: Strong School Leadership and Planning

1.1 **Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities**
1.2 **Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction**
1.3 Focused plan development and regular monitoring of implementation and outcomes

Lever 2: Strategic Staffing

2.1 **Recruit, select, assign, induct, and retain a full staff of highly qualified educators**

Lever 3: Positive School Culture

3.1 **Explicit school-wide behavioral expectations and culture routines**
3.2 Proactive and responsive student support services
3.3 Involving families and community

Lever 4: High-Quality Instructional Materials & Assessments

4.1 **Daily use of high-quality instructional materials**

Lever 5: Effective Instruction

5.1 **Professional Development for Effective Classroom Instruction**
5.2 **Build teacher capacity through observation and feedback cycles**
5.3 **Data-driven instruction**
5.4 MTSS for students with learning gaps

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

Algebra I

All Students

District: 101-921 TOMBALL ISD
Campus: 002 TOMBALL MEMORIA

Report Date: SPRING 2024
Date of Testing: SPRING 2024

Administration Summary	Number	Percent
Students Tested	513	100
Students Not Tested		
Absent	1	0
Other	0	0
Total Documents Submitted	514	100

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

	Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category									
											1		2		3		4		5	
											Number and Algebraic Methods		Describing and Graphing Linear Functions, Equations, and Inequalities		Writing and Solving Linear Functions, Equations, and Inequalities		Quadratic Functions and Equations		Exponential Functions and Equations	
											Number of Points Possible									
											12		14		13		13		7	
											Avg. # of Points / % Achieved									
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	513	4328	20	4	493	96	402	78	262	51	8.2	68	10.0	72	7.6	58	8.6	66	4.8	69
Male	237	4265	12	5	225	95	176	74	106	45	7.7	64	9.8	70	7.3	56	8.4	65	4.7	67
Female	276	4382	8	3	268	97	226	82	156	57	8.6	72	10.2	73	7.8	60	8.8	68	5.0	71
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	194	4281	11	6	183	94	151	78	92	47	8.0	67	9.8	70	7.3	56	8.6	66	4.6	66
American Indian or Alaska Native	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	41	4715	0	0	41	100	37	90	35	85	9.8	82	11.9	85	9.7	74	9.7	75	5.7	82
Black or African American	47	4135	6	13	41	87	28	60	20	43	7.5	62	8.7	62	6.7	51	7.7	59	4.2	60
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	206	4350	3	1	203	99	165	80	105	51	8.2	68	10.3	73	7.7	59	8.7	67	5.0	72
Two or More Races	22	4266	0	0	22	100	20	91	9	41	7.9	66	10.3	74	7.5	58	8.3	64	4.7	67
No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged — Yes	190	4269	11	6	179	94	137	72	83	44	7.8	65	9.7	69	7.3	56	8.3	64	4.6	66
No	322	4365	9	3	313	97	265	82	179	56	8.4	70	10.3	73	7.8	60	8.8	68	5.0	71
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	512	4329	20	4	492	96	402	79	262	51	8.2	68	10.1	72	7.6	59	8.6	66	4.8	69
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	512	4329	20	4	492	96	402	79	262	51	8.2	68	10.1	72	7.6	59	8.6	66	4.8	69
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner	83	4272	6	7	77	93	55	66	36	43	7.9	66	9.5	68	7.4	57	7.9	61	4.5	64
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	25	4615	0	0	25	100	25	100	19	76	9.8	82	11.4	81	9.0	69	9.9	76	5.7	81
Non-Emergent Bilingual/Non-English Learner	401	4318	14	3	387	97	318	79	203	51	8.1	67	10.0	72	7.5	58	8.7	67	4.9	69
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	512	4329	20	4	492	96	402	79	262	51	8.2	68	10.1	72	7.6	59	8.6	66	4.8	69
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL — Participants	80	4259	6	8	74	93	52	65	33	41	7.8	65	9.5	68	7.4	57	7.9	60	4.4	63
Nonparticipants	433	4341	14	3	419	97	350	81	229	53	8.2	69	10.2	73	7.6	59	8.8	68	4.9	70
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education — Yes	57	3877	8	14	49	86	19	33	5	9	5.9	49	7.2	52	5.0	39	6.7	51	3.5	50
No	455	4386	12	3	443	97	383	84	257	56	8.5	70	10.4	74	7.9	61	8.9	68	5.0	72
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 — Yes	61	4318	3	5	58	95	51	84	27	44	7.9	65	10.2	73	7.7	59	8.5	66	4.9	70
No	451	4331	17	4	434	96	351	78	235	52	8.2	68	10.0	72	7.6	58	8.7	67	4.8	69
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented — Participants	7	4756	0	0	7	100	7	100	7	100	9.3	77	12.6	90	10.0	77	11.0	85	5.9	84
Nonparticipants	505	4323	20	4	485	96	395	78	255	50	8.2	68	10.0	72	7.6	58	8.6	66	4.8	69
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk — Yes	185	4176	14	8	171	92	117	63	63	34	7.5	62	9.0	64	6.8	52	7.8	60	4.4	63
No	327	4416	6	2	321	98	285	87	199	61	8.6	71	10.7	76	8.1	62	9.1	70	5.1	73
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Biology

All Students

District: 101-921 TOMBALL ISD
Campus: 002 TOMBALL MEMORIA

Report Date: SPRING 2024
Date of Testing: SPRING 2024

Administration Summary	Number	Percent
Students Tested	823	100
Students Not Tested		
Absent	1	0
Other	0	0
Total Documents Submitted	824	100

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

	Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category									
											1		2		3		4		5	
											Cell Structure and Function		Mechanisms of Genetics		Biological Evolution and Classification		Biological Processes and Systems		Interdependence within Environmental Systems	
											Number of Points Possible									
											10		11		10		10		12	
											Avg. # of Points / % Achieved									
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	823	4508	11	1	812	99	716	87	385	47	6.7	67	6.6	60	7.1	71	6.9	69	8.0	67
Male	414	4504	9	2	405	98	355	86	200	48	6.7	67	6.5	59	7.1	71	7.0	70	8.1	67
Female	409	4511	2	0	407	100	361	88	185	45	6.8	68	6.7	61	7.1	71	6.9	69	7.9	66
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	256	4387	6	2	250	98	209	82	95	37	6.3	63	6.1	55	6.6	66	6.5	65	7.4	62
American Indian or Alaska Native	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	103	4825	0	0	103	100	99	96	74	72	7.8	78	7.7	70	7.9	79	8.0	80	9.6	80
Black or African American	56	4304	5	9	51	91	40	71	16	29	5.6	56	6.1	56	6.3	63	5.9	59	6.8	56
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	369	4535	0	0	369	100	332	90	186	50	6.9	69	6.7	61	7.3	73	7.1	71	8.2	68
Two or More Races	36	4498	0	0	36	100	33	92	13	36	6.8	68	6.9	63	6.8	68	7.1	71	7.7	64
No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged — Yes	230	4300	9	4	221	96	172	75	72	31	5.9	59	5.8	52	6.3	63	6.1	61	6.9	57
Economically Disadvantaged — No	592	4588	2	0	590	100	543	92	313	53	7.0	70	6.9	63	7.4	74	7.3	73	8.4	70
Economically Disadvantaged — No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — Nonparticipants	822	4508	11	1	811	99	715	87	385	47	6.7	67	6.6	60	7.1	71	6.9	69	8.0	67
Title I, Part A — No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — No	822	4508	11	1	811	99	715	87	385	47	6.7	67	6.6	60	7.1	71	6.9	69	8.0	67
Migrant — No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner	94	4186	5	5	89	95	63	67	21	22	5.4	54	5.4	49	5.7	57	5.7	57	6.1	51
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	44	4723	0	0	44	100	42	95	29	66	7.5	75	7.3	67	7.8	78	7.5	75	9.4	78
Non-Emergent Bilingual/Non-English Learner	679	4537	6	1	673	99	605	89	332	49	6.8	68	6.7	61	7.2	72	7.1	71	8.2	68
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Nonparticipants	822	4508	11	1	811	99	715	87	385	47	6.7	67	6.6	60	7.1	71	6.9	69	8.0	67
Bilingual — No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL — Participants	87	4166	5	6	82	94	57	66	17	20	5.4	54	5.3	48	5.6	56	5.6	56	6.0	50
ESL — Nonparticipants	735	4548	6	1	729	99	658	90	368	50	6.9	69	6.8	62	7.2	72	7.1	71	8.2	69
ESL — No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education — Yes	60	3976	7	12	53	88	28	47	1	2	4.4	44	4.4	40	5.2	52	4.9	49	4.8	40
Special Education — No	762	4550	4	1	758	99	687	90	384	50	6.9	69	6.8	62	7.2	72	7.1	71	8.3	69
Special Education — No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 — Yes	81	4429	0	0	81	100	70	86	33	41	6.3	63	6.0	55	6.9	69	7.0	70	7.8	65
Section 504 — No	741	4516	11	1	730	99	645	87	352	48	6.8	68	6.7	61	7.1	71	6.9	69	8.0	67
Section 504 — No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented — Participants	90	5065	0	0	90	100	90	100	84	93	8.4	84	8.7	79	8.4	84	8.9	89	10.7	89
Gifted/Talented — Nonparticipants	732	4439	11	2	721	98	625	85	301	41	6.5	65	6.3	58	6.9	69	6.7	67	7.7	64
Gifted/Talented — No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk — Yes	214	4191	10	5	204	95	146	68	47	22	5.4	54	5.3	48	5.9	59	5.8	58	6.2	52
At-Risk — No	608	4619	1	0	607	100	569	94	338	56	7.2	72	7.1	64	7.5	75	7.4	74	8.7	72
At-Risk — No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

English I

All Students

District: 101-921 TOMBALL ISD
Campus: 002 TOMBALL MEMORIA

Report Date: SPRING 2024
Date of Testing: SPRING 2024

Administration Summary	Number	Percent
Students Tested	848	100
Students Not Tested		
Absent	1	0
Other	0	0
Total Documents Submitted	849	100

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

	Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category			
											1		2	
											Reading		Writing	
											Number of Points Possible			
											32		32	
											Avg. # of Points / % Achieved			
			#	%	#	%	#	%	#	%	#	%	#	%
All Students	848	4427	85	10	763	90	687	81	306	36	22.9	71	23.4	73
Male	431	4347	57	13	374	87	333	77	133	31	22.0	69	22.2	69
Female	417	4510	28	7	389	93	354	85	173	41	23.8	74	24.6	77
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	266	4289	41	15	225	85	192	72	73	27	21.3	67	21.3	67
American Indian or Alaska Native	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	105	4753	2	2	103	98	101	96	66	63	26.0	81	27.7	87
Black or African American	60	4171	14	23	46	77	39	65	12	20	19.9	62	19.4	61
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---
White	377	4468	25	7	352	93	319	85	141	37	23.5	73	24.1	75
Two or More Races	36	4518	2	6	34	94	33	92	13	36	24.2	76	25.0	78
No Information Provided	3	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged — Yes	244	4206	48	20	196	80	163	67	51	21	20.1	63	20.3	63
Economically Disadvantaged — No	602	4518	36	6	566	94	523	87	254	42	24.0	75	24.6	77
Economically Disadvantaged — No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — Nonparticipants	846	4428	84	10	762	90	686	81	305	36	22.9	72	23.4	73
Title I, Part A — No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — No	846	4428	84	10	762	90	686	81	305	36	22.9	72	23.4	73
Migrant — No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner	104	4027	31	30	73	70	59	57	11	11	18.0	56	17.6	55
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	4	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	44	4658	1	2	43	98	42	95	27	61	25.6	80	26.6	83
Non-Emergent Bilingual/Non-English Learner	694	4470	53	8	641	92	580	84	264	38	23.4	73	24.0	75
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Nonparticipants	846	4428	84	10	762	90	686	81	305	36	22.9	72	23.4	73
Bilingual — No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL — Participants	98	3998	31	32	67	68	53	54	9	9	17.5	55	17.2	54
ESL — Nonparticipants	749	4483	54	7	695	93	633	85	296	40	23.6	74	24.2	76
ESL — No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education — Yes	66	3794	28	42	38	58	18	27	1	2	15.1	47	13.2	41
Special Education — No	780	4482	56	7	724	93	668	86	304	39	23.5	74	24.2	76
Special Education — No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 — Yes	83	4277	12	14	71	86	61	73	15	18	21.9	68	20.9	65
Section 504 — No	763	4444	72	9	691	91	625	82	290	38	23.0	72	23.7	74
Section 504 — No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented — Participants	91	4938	0	0	91	100	90	99	75	82	28.0	87	29.2	91
Gifted/Talented — Nonparticipants	755	4366	84	11	671	89	596	79	230	30	22.3	70	22.7	71
Gifted/Talented — No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk — Yes	238	4009	68	29	170	71	130	55	15	6	17.9	56	17.3	54
At-Risk — No	608	4592	16	3	592	97	556	91	290	48	24.8	78	25.8	81
At-Risk — No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

English II

All Students

District: 101-921 TOMBALL ISD
Campus: 002 TOMBALL MEMORIA

Report Date: SPRING 2024
Date of Testing: SPRING 2024

Administration Summary	Number	Percent
Students Tested	812	99
Students Not Tested		
Absent	5	1
Other	0	0
Total Documents Submitted	817	100

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

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category			
												1		2	
												Reading		Writing	
												Number of Points Possible			
												32		32	
												Avg. # of Points / % Achieved			
				#	%	#	%	#	%	#	%	#	%	#	%
All Students		812	4421	65	8	747	92	702	86	172	21	22.4	70	24.4	76
Male		425	4356	44	10	381	90	357	84	73	17	21.6	68	23.6	74
Female		387	4493	21	5	366	95	345	89	99	26	23.3	73	25.4	79
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		257	4303	29	11	228	89	207	81	35	14	21.2	66	22.6	71
American Indian or Alaska Native		2	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		94	4627	3	3	91	97	90	96	36	38	24.3	76	27.4	86
Black or African American		56	4203	13	23	43	77	37	66	8	14	19.7	61	20.6	64
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---
White		370	4471	19	5	351	95	334	90	84	23	23.0	72	25.3	79
Two or More Races		33	4550	1	3	32	97	32	97	8	24	23.6	74	27.0	84
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Yes*	246	4194	44	18	202	82	181	74	17	7	20.0	62	20.8	65
	No	566	4520	21	4	545	96	521	92	155	27	23.5	73	26.0	81
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	2	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	810	4424	63	8	747	92	702	87	172	21	22.4	70	24.5	77
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	812	4421	65	8	747	92	702	86	172	21	22.4	70	24.4	76
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner		68	3846	27	40	41	60	30	44	0	0	15.6	49	15.0	47
Monitored 1st Year, reclassified from EB/EL		6	4665	0	0	6	100	6	100	2	33	24.8	78	28.8	90
Monitored 2nd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)		52	4526	0	0	52	100	52	100	12	23	24.1	75	26.1	82
Non-Emergent Bilingual/Non-English Learner		686	4468	38	6	648	94	614	90	158	23	22.9	72	25.2	79
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	812	4421	65	8	747	92	702	86	172	21	22.4	70	24.4	76
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	62	3913	21	34	41	66	30	48	0	0	16.5	52	15.9	50
	Nonparticipants	750	4463	44	6	706	94	672	90	172	23	22.9	72	25.2	79
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	58	3927	21	36	37	64	28	48	1	2	16.3	51	16.3	51
	No	754	4459	44	6	710	94	674	89	171	23	22.9	71	25.1	78
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504	*Yes*	86	4261	10	12	76	88	67	78	3	3	21.3	66	21.8	68
	No	726	4440	55	8	671	92	635	87	169	23	22.5	70	24.8	77
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	103	4833	0	0	103	100	103	100	71	69	26.3	82	29.9	93
	Nonparticipants	709	4362	65	9	644	91	599	84	101	14	21.8	68	23.7	74
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	165	3969	54	33	111	67	91	55	1	1	17.3	54	17.0	53
	No	647	4537	11	2	636	98	611	94	171	26	23.7	74	26.3	82
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

U.S. History

All Students

District: 101-921 TOMBALL ISD
Campus: 002 TOMBALL MEMORIA

Report Date: SPRING 2024
Date of Testing: SPRING 2024

Administration Summary	Number	Percent
Students Tested	742	100
Students Not Tested		
Absent	2	0
Other	0	0
Total Documents Submitted	744	100

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

	Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
											1		2		3		4	
											History		Geography and Culture		Government and Citizenship		Economics, Science, Technology, and Society	
											Number of Points Possible							
											36		14		11		17	
											Avg. # of Points / % Achieved							
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	742	4613	6	1	736	99	676	91	492	66	26.2	73	9.8	70	7.2	65	11.4	67
Male	372	4651	2	1	370	99	336	90	258	69	26.7	74	10.1	72	7.1	65	11.6	68
Female	370	4575	4	1	366	99	340	92	234	63	25.7	71	9.5	68	7.2	65	11.3	66
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	210	4522	3	1	207	99	187	89	127	60	25.2	70	9.4	67	6.6	60	11.0	65
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	93	4695	1	1	92	99	88	95	73	78	26.8	75	9.9	71	7.9	72	12.5	73
Black or African American	53	4413	2	4	51	96	42	79	30	57	23.6	66	9.0	64	6.6	60	9.8	58
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	356	4662	0	0	356	100	330	93	242	68	26.9	75	10.1	72	7.3	66	11.6	68
Two or More Races	29	4761	0	0	29	100	28	97	19	66	28.0	78	10.5	75	7.4	67	12.0	71
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged — Yes	207	4451	6	3	201	97	178	86	112	54	24.4	68	8.9	64	6.5	59	10.5	62
Economically Disadvantaged — No	534	4675	0	0	534	100	497	93	379	71	26.9	75	10.2	73	7.4	67	11.8	69
Economically Disadvantaged — No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — Participants	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — Nonparticipants	739	4615	5	1	734	99	674	91	491	66	26.2	73	9.8	70	7.2	65	11.4	67
Title I, Part A — No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — No	741	4612	6	1	735	99	675	91	491	66	26.2	73	9.8	70	7.1	65	11.4	67
Migrant — No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner	53	4187	2	4	51	96	36	68	14	26	21.0	58	7.6	55	4.8	43	8.9	52
Monitored 1st Year, reclassified from EB/EL	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	38	4699	0	0	38	100	37	97	29	76	27.6	77	10.2	73	7.3	66	11.9	70
Non-Emergent Bilingual/Non-English Learner	643	4644	4	1	639	99	595	93	445	69	26.6	74	10.0	71	7.4	67	11.6	68
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Nonparticipants	741	4612	6	1	735	99	675	91	491	66	26.2	73	9.8	70	7.1	65	11.4	67
Bilingual — No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL — Participants	46	4170	2	4	44	96	31	67	11	24	21.0	58	7.5	53	4.7	42	8.8	52
ESL — Nonparticipants	695	4642	4	1	691	99	644	93	480	69	26.5	74	10.0	71	7.3	67	11.6	68
ESL — No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education — Yes	48	4023	3	6	45	94	23	48	2	4	19.0	53	6.6	47	4.0	36	7.6	44
Special Education — No	693	4653	3	0	690	100	652	94	489	71	26.7	74	10.0	72	7.4	67	11.7	69
Special Education — No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 — Yes	92	4499	0	0	92	100	85	92	47	51	25.3	70	9.1	65	6.7	60	10.6	62
Section 504 — No	649	4628	6	1	643	99	590	91	444	68	26.3	73	9.9	71	7.2	66	11.6	68
Section 504 — No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented — Participants	70	5044	0	0	70	100	70	100	69	99	30.5	85	11.5	82	9.1	83	14.0	82
Gifted/Talented — Nonparticipants	671	4567	6	1	665	99	605	90	422	63	25.7	72	9.6	69	6.9	63	11.2	66
Gifted/Talented — No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk — Yes	155	4214	6	4	149	96	105	68	46	30	21.4	59	7.7	55	5.2	47	8.8	52
At-Risk — No	586	4718	0	0	586	100	570	97	445	76	27.5	76	10.4	74	7.7	70	12.1	71
At-Risk — No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Attendance

Tomball Memorial High School	PIA - Cumulative 2023-2024
All Students	**95.5%**
Ethnicity	
Hispanic/Latino	95.1%
American Indian or Alaska Native	94.2%
Asian	97.2%
Black or African American	94.9%
Native Hawaiian or Other Pacific Islander	94.0%
White	95.4%
Two or More Races	95.9%
Gender	
Male	95.8%
Female	95.2%
Grade	
9th	95.8%
10th	95.7%
11th	95.4%
12th	95.0%
Special Population	
At Risk	94.1%
Early Reading Indicator	-
Economic Disadvantage	94.1%
Emergent Bilingual	94.8%
Foster Care	91.1%
Gifted and Talented	96.9%
Homeless Status	77.3%
Migrant	-
Military Connected	95.6%
RDSPD	-
Section 504	94.5%
Special Education	93.7%
Unaccompanied Youth	91.2%

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	3,234	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2022-2023	3,086	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2021-2022	2,870	0	0	0	1	0	0	0	0	2	0	0	0	0	0	0	0	3
Total		0	0	0	1	0	0	0	0	2	0	0	0	0	0	0	0	3

Tomball Memorial HS	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	3,233	554	243	7.52%	185	118	3.65%	74	65	2.01%	0	0	0.00%	813	268	8.29%
Asian	379	16	12	3.17%	4	4	1.06%	1	1	0.26%	0	0	0.00%	21	12	3.17%
Black or African American	232	93	34	14.66%	29	18	7.76%	10	7	3.02%	0	0	0.00%	132	36	15.52%
Hispanic/Latino	991	218	87	8.78%	57	38	3.83%	21	19	1.92%	0	0	0.00%	296	94	9.49%
American Indian or Alaska Native	3	1	1	33.33%	0	0	0.00%	0	0	0.00%	0	0	0.00%	1	1	33.33%
Native Hawaiian or Other Pacific Islander	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	144	19	11	7.64%	12	8	5.56%	5	5	3.47%	0	0	0.00%	36	12	8.33%
White	1,483	207	98	6.61%	83	50	3.37%	37	33	2.23%	0	0	0.00%	327	113	7.62%
Female	1,589	139	71	4.47%	52	31	1.95%	18	16	1.01%	0	0	0.00%	209	77	4.85%
Male	1,644	415	172	10.46%	133	87	5.29%	56	49	2.98%	0	0	0.00%	604	191	11.62%
Special Education - Summer	239	81	33	13.81%	44	21	8.79%	14	11	4.60%	0	0	0.00%	139	42	17.57%
Economic Disadvantage - Fall	876	302	113	12.90%	102	60	6.85%	32	28	3.20%	0	0	0.00%	436	123	14.04%
Economic Disadvantage - Summer	942	305	124	13.16%	108	66	7.01%	37	33	3.50%	0	0	0.00%	450	137	14.54%
At Risk - Fall	671	297	114	16.99%	101	59	8.79%	40	32	4.77%	0	0	0.00%	438	126	18.78%
ESL - Fall	221	95	31	14.03%	22	12	5.43%	5	5	2.26%	0	0	0.00%	122	31	14.03%
CTE Attendance - Summer	2,722	481	213	7.83%	164	106	3.89%	69	60	2.20%	0	0	0.00%	714	237	8.71%
Section 504 - Summer	361	84	36	9.97%	23	17	4.71%	15	13	3.60%	0	0	0.00%	122	40	11.08%

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	*Ensure that 85% of all students in Algebra 1, Biology, US History, English 1 and English 2 demonstrate at least a year's worth of growth by the end of the 2024-2025 school year.*
Strategies	Professional Development, Collaboration, Peer Review, Supervision

Actions	***Responsible***	***Timeline***	***Resource(s)***	***Evaluation***
Focus on student growth across multiple types of testing including Beginning of the year, Interim, End of the year, EOC, Campus common assessments, 9 week assessments and semester exams	*Algebra 1, Biology, US History, English 1 & English 2 Teams, along with Dept. Chairs and Campus Admin*	*Weekly - August - May*	*Eduphoria Aware Data, PLC agendas and Data Protocol*	*Weekly review of PLC agendas & minutes including data protocol results*
Use of Wildcat Den period and before/after school tutorials to focus on students who are not growing academically or falling behind	*Algebra 1, Biology, US History, English 1 & English 2 Teams, along with Dept. Chairs and Campus Admin*	*Weekly - August - May*	*Sign-in sheets and access to frontline intervention plans*	*Monthly review of Tutorial Records, Frontline intervention plan review and Wildcat Den records*
Student goal setting and tracking of their own progress in classrooms along with weekly feedback from teachers and goal setting support for students	*Algebra 1, Biology, US History, English 1 & English 2 Teams, along with Dept. Chairs and Campus Admin*	*January - May*	*Goal Setting and tracking electronically in Schoology or through a hard copy that is accessible in teacher classroom*	*Monthly review of student goals and student scores based on teacher gradebook*
Lesson plans and Team collaboration time focused on question 3 and 4 of the PLC framework and evidence of activities and strategies in classroom instruction	*Algebra 1, Biology, US History, English 1 & English 2 Teams, along with Dept. Chairs and Campus Admin*	*Weekly - August - May*	*Lesson Plans in Google Team Drive along with Agenda Templates in Google Drive*	*Weekly review of lesson plans, agendas, norms and post visit feedback from walkthrough data in Eduphoria*

Team collaboration time weekly to discuss data using data protocol and next steps for students	*Algebra 1, Biology, US History, English 1 & English 2 Teams, along with Dept. Chairs and Campus Admin*	*Weekly - August - May*	*Lesson Plans in Google Team Drive along with Agenda Templates & PLC resources in Google Drive*	*Weekly review of lesson plans, agendas, norms and data that is available in Eduphoria*

Goal 2	*Increase the percentage of students reaching approaches, meets and masters on the EOC tests for Algebra 1 (97,80,52), English 1(94,85,38), English 2 (94,85,22), Biology (99,88,47) & US History (99,91,66) in order to reflect the top scores in our group of 40*
Strategies	Collaboration, Master Schedule, Supervision, Communication, Planning, Resources

Actions	***Responsible***	***Timeline***	***Resource(s)***	***Evaluation***
Focus on enrichment and extension activities both within the school day and outside of the school day	*Algebra 1, Biology, US History, English 1 & English 2 Teams, along with Dept. Chairs and Campus Admin*	*Weekly - August - May*	*Khan Academy, APEX, PSAT and SAT materials*	*Weekly review of lesson plans, agendas, norms and post visit feedback from walkthrough data in Eduphoria*
Focus on bubble students who were close to achieving meets and masters or falling backwards to ensure students continue to move forward	*Algebra 1, Biology, US History, English 1 & English 2 Teams, along with Dept. Chairs and Campus Admin*	*Weekly - August - May*	*Eduphoria Aware Data, PLC agendas and Data Protocol*	*Weekly review of PLC agendas & minutes including data protocol results*
Focus on question 4 in the PLC framework and evidence of activities and strategies in classroom instruction through lesson plan development and review	*Algebra 1, Biology, US History, English 1 & English 2 Teams, along with Dept. Chairs and Campus Admin*	*Weekly - August - May*	*Lesson Plans in Google Team Drive along with Agenda Templates in Google Drive*	*Weekly review of lesson plans, agendas, norms and post visit feedback from walkthrough data in Eduphoria*
Team collaboration time weekly to discuss data using data protocol and next steps for students	*Algebra 1, Biology, US History, English 1 & English 2 Teams, along with Dept. Chairs and Campus Admin*	*Weekly - August - May*	*Lesson Plans in Google Team Drive along with Agenda Templates & PLC resources in Google Drive*	*Weekly review of lesson plans, agendas, norms and data that is available in Eduphoria*

Student goals setting and tracking of their own progress in classrooms along with weekly feedback from teachers and goal setting support for students	*Algebra 1, Biology, US History, English 1 & English 2 Teams, along with Dept. Chairs and Campus Admin*	*January - May*	*Goal Setting and tracking electronically in Schoology or through a hard copy that is accessible in teacher classroom*	*Monthly review of student goals and student scores based on teacher gradebook*

Goal 3	*Ensure that at least 95% of our graduating seniors have achieved their CCMR measure prior to graduation in May.*
Strategies	Collaboration, Master Schedule, Supervision, Planning, Professional Development

Actions	***Responsible***	***Timeline***	***Resource(s)***	***Evaluation***
Provide Multiple TSI testing dates for students in the fall and spring semester and provide resources and prep time for students prior to testing	*Principal, Associate Principal for Instruction, Lead Counselor & College & Career Counselor*	*September - May*	*Money set aside to set up testing dates and students along with test scores and current CCMR status of students*	*Number of students successful in meeting CCMR measure after each TSI testing opportunity*
Create College Prep Math & ELA courses in the master schedule and intentionally schedule students who need these courses in order to achieve CCMR status	*Principal, Associate Principal for Instruction, Lead Counselor & College & Career Counselor*	*July - September*	*Student scores and CCMR status for current senior students along with letter home explaining purpose for the course selection*	*All students successfully placed in the appropriate course and in the master schedule*
Provide Testing Prep opportunities for students taking PSAT, SAT and TSIA in order to reach the threshold of college readiness for CCMR indicator.	*Principal, Associate Principal for Instruction, Lead Counselor & College & Career Counselor*	*August - May during Wildcat Den 4 days a week. Additionally, one day boot camp in Oct to be contracted with a Test Prep company.*	*Contract with testing Prep company along with workbook for students and previous testing results to be more intentional on student invites*	*Review of the number of students who sign up and participate in the training. Will also follow up after PSAT and SAT dates and see how students who attend training perform on the test.*

Create Wildcat Den classes and assign students who have not met CCMR measure to work on Texas College Bridge in order to achieve CCMR status	*Principal, Associate Principal for Instruction, Lead Counselor & College & Career Counselor*	*July - September*	*Student scores and CCMR status for current senior students along with letter home explaining purpose for the course selection*	*All students successfully placed in the appropriate course and in the master schedule*
Provide Incentives on campus including being able to earn letter jacket if achieving CCMR measure	*Principal, Administrators, Counselors, & Teachers*	*Twice a year during letter jacket ordering*	*Academic Lettering guidelines approved by District*	*Number of students who successfully meet the criteria each year*

Goal 4	*Improving our system of intervention and enrichment during the school day. First focus will be on reducing the number of students needing support by 50% by end of school year. The second focus will be on increasing the overall scores of our students on PSAT, SAT and AP exams.*
Strategies	Collaboration, Planning, Master Schedule, Supervision

Actions	***Responsible***	***Timeline***	***Resource(s)***	***Evaluation***
Creation of different committees of teachers that focus on Academic and Behavior RTI along with attendance to better support our campus and use of resources	*Principal*	*August - September = Set up and September - May for meetings and work*	*Meeting dates, agendas, minutes and google doc for volunteers*	*Google Doc of committees, members and meeting dates/agendas*
Intervention plans created and submitted in Frontline for every student identified as HB1416	*Principal & Associate Principal for Curriculum & Instruction*	*August - October 8 creation of all plans and then October - May monitoring and adjusting of plans*	*Frontline, eduphoria Aware and Gradebook*	*Reviewing Intervention Plans in frontline monthly to check for time spent with students per subject area along with student scores Quarterly to check for growth and progress*
Wildcat Den period created to allow for students to be startegically scheduled for intervention or enrichment each day of the week including HB1416, Grad Lab - graduation rate and PSAT, SAT and AP growth.	*Principal & Associate Principal for Curriculum & Instruction along with Wildcat Den Committee*	*August - October for initial creation and then October - May for feedback and adjustments*	*Google Doc and Spreadsheets with student information and Teacher guidelines along with committee norms, agendas and minutes*	*Weekly review of attendance and teacher feedback*

Specific rotations on day of PSAT and SAT for freshmen to allow more time to address learning loss in Math & ELA	*Principal & Associate Principal for Curriculum & Instruction along with Wildcat Den Committee*	*October and March*	*Rosters, HB4545 data and room location/teacher availability*	*Hours logged by students and overall feedback from teachers on student progress*
Dedicated training for teachers and staff on how to better support students receiving special services or EL support	*Principal, Administrators, Counselors, & Teachers*	Weekly from August - May	K-12 Summit & training for Staff & Campus EL Specialist	Teacher surveys and overall performance data review of students receiving services to check on progress and use of accomodations

Goal 5	*We will work to authentically incorporate behavior interventions into our Collaborative Team planning meetings. Our first focus will be ensuring that our core values are ingrained in all we do, as well as training teachers on the STOIC model.*
Strategies	

Actions	***Responsible***	***Timeline***	***Resource(s)***	***Evaluation***
Build Friday Lessons for Wildcat Den to ensure that students are familiar with BECATS	*Principal & Associate Principal for Curriculum & Instruction along with Wildcat Den Committee*	Weekly from August - May	*Self Built Wildcat Den Lessons*	*Quick student surveys*
Work on tying data to BECATS with both the positive and negative behaviors	*Principal and Associate for Operations*	Weekly from August - May	*n/a*	*Are Collaborative teams beginning to use data for behavior*
Work on building teachers working knowledge of STOIC	*Principal and Associate for Operations*	Weekly from August - May	*STOIC Framework*	*Classroom Walkthroughs*

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:	9/17/2024

Summary of Needs:

1.) Continued training and support on extensions and interventions to support our students during wildcat den
2.) PLC Training for Staff – Took place in August during back to school PD for teachers & staff
3) SPED. 504, ESL and Dyslexia training - Back to school PD and throughout the school year
4.) Targeted support in specific content areas for staff (example - college board for AP classroom)
5,) Work on STOIC behavior Framework with teachers throughout the year to ensure structured behavioral supports.
6.) Continued Focus on BECATS Core values!

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

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