



Not just a district, a destination.



TOMBALL

INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN

2025-2026

Campus Name	Tomball High School
TEA District ID	101-921-001
Principal	Dr. Kim McKinney
Date of Board Approval	October 14, 2025



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

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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
District Profile.....	15
Accreditation.....	15
Campus and Program Description.....	15
Demographics.....	16
Students.....	16
Campus Improvement Team (CIT).....	19
Data Analysis and Comprehensive Needs Assessment.....	20
Sample Integrated Data Sources.....	20
Effective Schools Framework (ESF).....	21
ESF Theory of Action.....	21
ESF Levers.....	22
Accountability Summary and Performance Data.....	23
State A-F Accountability.....	23
STAAR Results.....	24
Graduation.....	29
CCMR Class of 2024.....	30
Attendance.....	31
Discipline.....	32
Campuswide Reform Strategies and SMART Goals.....	34
Staff Development Needs.....	36
Assurances.....	38
Waivers.....	40
District of Innovation.....	41

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 Book](#)
- [Annual Comprehensive Financial Report \(ACFR\)](#)

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

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

Committee dates for 2025-2026 school year:

9/4/25, 9/18/25, 2/26/26, 4/23/26, 5/7/26

Vision, Mission, Goals, and Objectives

State Mission

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of 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 high school 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 shall cultivate in students an informed American patriotism and lead students in a close study of the founding documents of the United States and Texas. The purpose of this objective is to:

- (1) increase students' knowledge of the deepest and noblest purposes of the United States and Texas;
- (2) enhance students' intellectual independence so that students may become thoughtful, informed citizens who have an appreciation for the fundamental democratic principles of our state and national heritage; and
- (3) guide students toward understanding and productively functioning in a free enterprise society.

OBJECTIVE 6: Qualified and highly effective personnel will be recruited, developed, and retained.

OBJECTIVE 7: The state's 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, the agency, 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.

GOAL 5: The students who graduate high school in the public education system will have the skills and credentials necessary to immediately enter this state's workforce

GOAL 6: The students who graduate high school in the public education system and who elect to pursue postsecondary education will be ready for postsecondary coursework without the need for remediation.

Education Code 4.001, .002

District Beliefs

1. Each student is a valuable individual, and success resides in every student.
2. Students actively engaged in innovative learning experiences will adapt and succeed in an ever-changing world.
3. Culture cultivates character development and mutual accountability.
4. Providing a safe, secure, caring environment nurtures a sense of physical, emotional, and social safety for the entire school community.
5. Respecting diversity leads to cultural awareness and a global citizenship.
6. Authentic relationships in our classrooms, our schools, and our community are essential for connectedness.
7. Intentional and aligned professional development leads to improved instruction, which promotes higher achievement.
8. Enthusiastic and effective educators bring the joy of learning to the classroom and inspire lifelong learners.
9. An aligned and challenging curriculum fosters personalized and continuous learning experiences.
10. Transparent communication, which actively seeks input from our school community, ensures accountability and trust.

District Vision

Tomball ISD students will lead in creating the future.

District Mission

Tomball ISD empowers students to become impactful, contributing citizens by providing innovative, individually rigorous and personally valuable educational experiences while partnering with the community.

District Goals

Tomball ISD will:

1. Recruit, develop, and retain highly qualified staff who foster connections and are empowered to continue to seek growth opportunities and influence student success for all.
2. Foster a resilient school community by intentionally equipping staff to promote healthy behaviors, decision-making, and emotional growth.
3. Provide a comprehensive character education framework to develop contributing citizens and leaders in the community.
4. Prioritize family and community partnerships to cultivate pride and ensure a strong and stable public school experience.
5. Provide a safe, secure, and caring environment that nurtures a sense of physical and social safety for the entire school community.
6. Empower students with the knowledge necessary to be responsible, ethical digital citizens, while navigating the digital world.
7. Create a unified technology vision across all campuses that enriches high quality instruction.
8. Provide a premier learning experience for present and future students through maximum utilization of financial and physical resources.
9. Design and deliver innovative, aligned professional learning that inspires high expectations and fosters autonomy.
10. Ensure relevant college, career, and military readiness programming to cultivate a deeper understanding of vertical alignment for career awareness and post-secondary planning.

District Objectives

All Tomball ISD students will:

1. Develop the necessary skills and competencies to excel in college, the military, careers, and various life pursuits, ensuring they are prepared for success in whichever path they choose.
2. Demonstrate resilience and self-awareness to overcome barriers and experience belonging.
3. Responsibly engage and adapt to emerging global technology and leverage these skills as a tool for their learning.
4. Maximize their own academic potential by turning obstacles into opportunities.
5. Develop and internalize the ability to function independently and collaborate effectively with others while cultivating essential skills that ensure their success in various aspects of life.
6. Demonstrate respect for themselves and others, developing character skills such as integrity and resilience that reinforce healthy behaviors.
7. Cultivate a deeper understanding of service mindedness, empowering them to become active stewards of the community.

AE(LOCAL)

District Profile

Accreditation

Tomball Independent School District and Tomball HS 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 High School's academic program includes a comprehensive 9-12 high school with offerings that address student needs in the core academics as well as CTE, Fine Arts, Health/PE, and Languages Other Than English (LOTE) and special education services. The core work in our academic programs is built on three primary strategies that drive what we do. Those strategies are: A focus on learning for both students and adults, a collaborative culture through professional learning communities (PLC's), and a focus on results. These strategies provide a means for us to generate improvement ideas for each area of our school that needs improvement.

We have several structures in place that have resulted from these strategies. These structures form a backbone for our academic focus. One of these structures includes professional learning communities. This is a collaborative structure in which our teachers engage in four critical questions, including what do students need to know and be able to do, how will we know if students have learned what they need to learn, what will we do if they don't learn it and what will we do if they learn it quickly or already know it. These collaborative teams use these four questions to identify essential learning standards for each subject, create common formative and summative assessments, analyze student data both cooperatively and individually to identify essential learning standards that have not been learned by all students, groups of students or individual students. Moreover, these collaborative teams identify differentiation strategies to reach learners who have not learned the essential learning targets or have already learned these items. Another structure in place is the use of our design learning templates. These collaborative plans focus the learning for students on the essential learning standards for courses and units of study. Teachers design learning to include a focus on breaking the Texas Essential Knowledge and Skill readiness standards down into various skills and knowledge that are embedded into each standard. Their plans also include a targeted approach to vocabulary identification needed and the prerequisite skills needed to learn the standard. Finally, planning includes identifying key activities that will get students to learn the standard and a consistent method for assessing whether student learning has taken place and the quality of that learning. We offer mental health services through our Mental Health specialist and we have added a Multilingual Counselor to better support our populations whose native language is not English.

In addition to these structures, we also provide meaningful learning opportunities through our Cougar Block intervention period. With this schedule we afford students the opportunity to get extra academic support for their current classes and other college-ready preparation including PSAT, SAT, ACT and ASVAB. We also use this schedule to increase opportunities for student participation in club activities, providing counseling services as well as behavioral support. Finally, we are continuing to focus on our post secondary readiness that includes academic preparatory activities through our Pre-AP, AP and Dual Credit offerings as well as certification opportunities through our various CTE programming. Additionally, we provide support for students in post-secondary enrollment through college and career counseling, national assessment preparation for SAT, PSAT, ACT and TSI assessments and regular off-campus opportunities to expose students to post-secondary institutions including 4 year and 2 year colleges and technical schools for career preparation and advancement.



**Texas Education Agency
Accountability Rating**

Demographics

The following demographics represent the composition of the students and staff for the previous school year (2024-2025 Fall PEIMS) associated with the student performance measures used in the data analysis.

Students

School Population	Count	Percent
Student Total	3227	100%
9th Grade	832	25.78%
10th Grade	876	27.15%
11th Grade	791	24.51%
12th Grade	728	22.56%
Student Demographics	Count	Percent
Gender		
Female	1591	49.30%
Male	1636	50.70%
Ethnicity		
Hispanic-Latino	1261	39.08%
Race		
American Indian - Alaskan Native	10	0.31%
Asian	111	3.44%
Black - African American	197	6.10%
Native Hawaiian - Pacific Islander	3	0.09%
White	1502	46.54%
Two-or-More	143	4.43%
Student Programs	Count	Percent
Dyslexia	188	5.83%
Gifted and Talented	275	8.52%
Regional Day School Program for the Deaf	5	0.15%
Section 504	352	10.91%
Special Education (SPED)	332	10.29%
Bilingual/ESL		
Emergent Bilingual (EB)	331	10.26%
Bilingual	0	0.00%

English as a Second Language (ESL)	306	9.48%
Alternative Methods for Bilingual Education	0	0.00%
Alternative Methods for ESL	2	0.06%
Title I Part A		
Schoolwide Program	0	0.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	7	0.22%
Neglected	0	0.00%
Student Indicators	Count	Percent
At-Risk	1069	33.13%
Foster Care	8	0.25%
IEP Continuer	32	0.99%
Immigrant	91	2.82%
Intervention Indicator	174	5.39%
Migratory	0	0.00%
Military Connected	9	0.28%
Transfer In Students	102	3.16%
Unschooling Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	1012	31.36%
Free Meals	684	21.20%
Reduced-Price Meals	102	3.16%
Other Economic Disadvantage	226	7.00%
Homeless and Unaccompanied Youth		
Homeless Status Total	8	0.25%
Shelter	0	0.00%
Doubled Up	8	0.25%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	0	0.00%
Is Unaccompanied Youth	8	0.25%
Special Education Services	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	2	0.60%
Other health impairment	72	21.69%

Auditory impairment	3	0.90%
Visual impairment	3	0.90%
Deaf-Blind	2	0.60%
Intellectual disability	54	16.27%
Emotional disturbance	23	6.93%
Learning disability	110	33.13%
Speech impairment	1	0.30%
Autism	58	17.47%
Developmental delay	0	0.00%
Traumatic brain injury	4	1.20%
Noncategorical early childhood	0	0.00%
Instructional Settings		
Speech Therapy	1	0.30%
Homebound	1	0.30%
Hospital Class	0	0.00%
Mainstream	186	56.02%
Resource Room	56	16.87%
VAC	42	12.65%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	1	0.30%
Self Contained	44	13.25%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%
College and Career Readiness School Models	Count	Percent
Associate Degree <i>Does not include leavers</i>	0	0.00%
Early College High School (ECHS)	0	0.00%
New Tech	0	0.00%
P-Tech	0	0.00%

Campus Improvement Team (CIT)

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

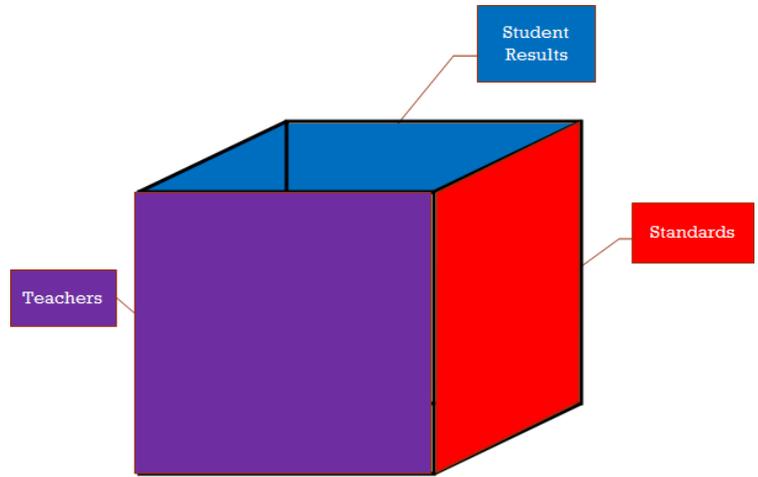
The committee shall serve exclusively in an advisory role except that each campus committee shall approve staff development of a campus nature.

Campus Improvement Team (CIT) Membership

Name of CIT Member	Position	Meeting Dates
Ashley Schlafly	District Appointee	9/10/2025
Cari Lehman	Classroom Teacher	10/29/2025
Aaron Guidry	Classroom Teacher	1/21/2026
Robert Smallwood	Classroom Teacher	4/1/2026
Laura Lowe	Classroom Teacher	
Karen Smith	Non-classroom Professional	
Brittany Ashmore	Parent	
Blaine Scelfo	Parent	
Ashley Nelson	Community Representative	
Brett Johnson	Community Representative	
Cristy Jensen	Business Representative	
Jerod Ashmore	Business Representative	

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

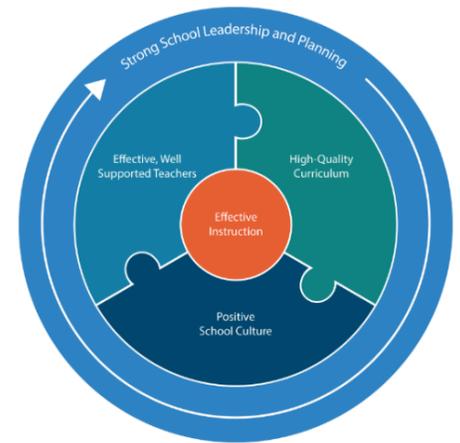
Students	Teachers	Standards
STAAR/EOC Results Texas Academic Performance Reports TELPAS results Curriculum- Based Assessments Formative assessments Interim Assessments Student portfolios CLI/STAR Early Literacy Results Results Driven Accountability (RDA) Eduphoria Aware Reports Individual education plans Attendance data Discipline referrals Rtl 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



Accountability Summary and Performance Data

State A-F Accountability

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

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		92	A	
Student Achievement		92	A	70%
STAAR Performance	66	92		
College, Career and Military Readiness	92	93		
Graduation Rate	98.4	90		
School Progress		90	A	0%
Academic Growth	73	79	C	
Relative Performance (Eco Dis: 31.3%)		90	A	✓
Closing the Gaps	78	92	A	30%

Identification of Schools for Improvement

This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations



Released August 13, 2025

TEA | Analytics, Assessment, and Reporting | Performance Reporting



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Algebra I

First-Time Tested Students

District: 101-921 TOMBALL ISD

Campus: 001 TOMBALL H S

Report Date: SPRING 2025

Date of Testing: SPRING 2025

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category																		
Number	Percent	1			2		3		4		5		12		13		15		12		7		
Students Tested	495	100			Did Not Meet		Approaches		Meets		Masters		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		
Students Not Tested																							
Legend			Avg. # of Points / % Achieved																				
--- = No Data Reported For Fewer Than Five Students																							
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
All Students	495	4219	51	10	444	90	330	67	206	42	7.2	60	7.7	60	9.1	61	7.7	64	4.5	65			
Male	265	4153	39	15	226	85	158	60	97	37	6.8	57	7.4	57	8.7	58	7.4	62	4.3	61			
Female	230	4295	12	5	218	95	172	75	109	47	7.7	64	8.2	63	9.6	64	8.0	67	4.8	69			
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino	231	4176	29	13	202	87	152	66	87	38	7.1	59	7.4	57	8.9	59	7.5	63	4.4	62			
American Indian or Alaska Native	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian	9	4552	0	0	9	100	7	78	4	44	8.3	69	9.2	71	10.3	69	8.8	73	4.9	70			
Black or African American	37	4184	6	16	31	84	20	54	15	41	7.1	59	7.4	57	9.4	63	7.2	60	4.2	59			
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
White	195	4269	14	7	181	93	136	70	91	47	7.3	61	8.2	63	9.3	62	7.9	66	4.8	68			
Two or More Races	21	4145	2	10	19	90	13	62	9	43	7.1	60	7.5	58	9.4	63	7.5	62	4.5	65			
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged	Yes	185	4061	33	18	152	82	98	53	29	6.7	55	6.9	53	8.2	55	6.8	56	4.0	57			
	No	310	4313	18	6	292	94	232	75	153	49	7.6	63	8.3	64	9.7	65	8.2	69	4.9	70		
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Title I, Part A	Participants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
	Nonparticipants	494	4221	50	10	444	90	330	67	206	42	7.2	60	7.8	60	9.2	61	7.7	64	4.5	65		
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Migrant	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
	No	495	4219	51	10	444	90	330	67	206	42	7.2	60	7.7	60	9.1	61	7.7	64	4.5	65		
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Identified as Emergent Bilingual (EB)		82	3991	23	28	59	72	44	54	20	24	6.5	54	6.3	49	7.4	50	6.5	54	3.8	54		
Monitored 1st Year (M1), reclassified from EB		17	4706	0	0	17	100	17	100	13	76	9.8	81	10.3	79	12.0	80	9.3	77	5.9	84		
Monitored 2nd Year (M2), reclassified from EB		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 3rd Year (M3), reclassified from EB		4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 4th Year (M4), reclassified from EB		3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Former EB (Post Monitoring)		13	4637	0	0	13	100	12	92	9	69	9.4	78	9.5	73	11.2	74	9.5	79	6.2	89		
Non-Emergent Bilingual (Non-EB)		375	4236	27	7	348	93	252	67	161	43	7.2	60	7.9	61	9.4	62	7.8	65	4.6	66		
No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Bilingual	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
	Nonparticipants	494	4220	51	10	443	90	330	67	206	42	7.2	60	7.8	60	9.2	61	7.7	64	4.5	65		
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
ESL	Participants	78	3995	22	28	56	72	42	54	19	24	6.5	54	6.4	49	7.4	50	6.5	54	3.7	53		
	Nonparticipants	416	4262	29	7	387	93	288	69	187	45	7.4	61	8.0	62	9.5	63	7.9	66	4.7	67		
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Special Education	Yes	81	3866	23	28	58	72	29	36	12	15	6.0	50	5.7	44	6.9	46	5.9	49	3.2	45		
	No	414	4288	28	7	386	93	301	73	194	47	7.5	62	8.2	63	9.6	64	8.0	67	4.8	68		
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Section 504	Yes	69	4183	2	3	67	97	41	59	26	38	7.1	59	7.5	58	9.2	62	7.4	61	4.6	66		
	No	425	4226	49	12	376	88	289	68	180	42	7.3	61	7.8	60	9.1	61	7.7	64	4.5	65		
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Gifted/Talented	Participants	7	4860	0	0	7	100	7	100	7	100	9.9	82	11.1	86	12.1	81	10.4	87	6.4	92		
	Nonparticipants	488	4210	51	10	437	90	323	66	199	41	7.2	60	7.7	59	9.1	61	7.6	64	4.5	64		
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
At-Risk	Yes	206	4024	36	17	170	83	110	53	54	26	6.5	54	6.6	51	8.0	53	6.7	56	3.9	56		
	No	289	4358	15	5	274	95	220	76	152	53	7.8	65	8.6	66	10.0	66	8.4	70	5.0	71		
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report
English I
First-Time Tested Students

District: 101-921 TOMBALL ISD
 Campus: 001 TOMBALL H S

Report Date: SPRING 2025
 Date of Testing: SPRING 2025

Administration Summary			Number of Students Tested	Average Scale Score									Results for Each Reporting Category				
													1		2		
Number	Percent				Did Not Meet		Approaches		Meets		Masters		Reading		Writing		
					#	%	#	%	#	%	#	%	Number of Points Possible		Avg. # of Points / % Achieved		
													#	%	#	%	
Students Tested	790	99											32		32		
Students Not Tested																	
Absent	9	1															
Other	0	0															
Total Documents Submitted	799	100															
Legend																	
--- = No Data Reported For Fewer Than Five Students																	
All Students	790	4345	98	12	692	88	604	76	252	32	21.9	69	23.0	72			
Male	405	4235	70	17	335	83	279	69	102	25	20.8	65	21.4	67			
Female	385	4461	28	7	357	93	325	84	150	39	23.2	72	24.8	78			
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---			
Hispanic/Latino	303	4201	59	19	244	81	201	66	64	21	20.3	63	20.9	65			
American Indian or Alaska Native	2	---	---	---	---	---	---	---	---	---	---	---	---	---			
Asian	26	4549	1	4	25	96	23	88	13	50	23.8	74	25.8	81			
Black or African American	44	4163	7	16	37	84	29	66	8	18	20.5	64	20.4	64			
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---			
White	380	4467	28	7	352	93	321	84	153	40	23.3	73	24.8	78			
Two or More Races	32	4351	3	9	29	91	27	84	12	38	22.3	70	23.7	74			
No Information Provided	3	---	---	---	---	---	---	---	---	---	---	---	---	---			
Economically Disadvantaged	Yes	228	4052	62	27	166	73	123	54	32	14	18.4	57	18.6	58		
	No	562	4464	36	6	526	94	481	86	220	39	23.4	73	24.8	78		
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---			
Title I, Part A	Participants	1	---	---	---	---	---	---	---	---	---	---	---	---			
	Nonparticipants	789	4346	97	12	692	88	604	77	252	32	22.0	69	23.1	72		
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---			
Migrant	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---			
	No	790	4345	98	12	692	88	604	76	252	32	21.9	69	23.0	72		
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---			
Identified as Emergent Bilingual (EB)		88	3841	37	42	51	58	32	36	2	15.7	49	15.0	47			
Monitored 1st Year (M1), reclassified from EB		26	4531	0	0	26	100	25	96	10	38	24.3	76	26.5	83		
Monitored 2nd Year (M2), reclassified from EB		1	---	---	---	---	---	---	---	---	---	---	---	---			
Monitored 3rd Year (M3), reclassified from EB		4	---	---	---	---	---	---	---	---	---	---	---	---			
Monitored 4th Year (M4), reclassified from EB		5	4528	0	0	5	100	5	100	1	20	24.8	78	26.0	81		
Former EB (Post Monitoring)		24	4627	0	0	24	100	23	96	12	50	24.3	76	28.0	87		
Non-Emergent Bilingual (Non-EB)		641	4396	60	9	581	91	515	80	226	35	22.6	71	23.8	74		
No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---			
Bilingual	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---			
	Nonparticipants	789	4346	97	12	692	88	604	77	252	32	22.0	69	23.1	72		
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---			
ESL	Participants	84	3822	37	44	47	56	28	33	2	15.5	48	14.5	45			
	Nonparticipants	705	4408	60	9	645	91	576	82	250	35	22.7	71	24.1	75		
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---			
Special Education	Yes	87	3801	43	49	44	51	22	25	5	6	15.4	48	13.7	43		
	No	703	4412	55	8	648	92	582	83	247	35	22.8	71	24.2	76		
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---			
Section 504	Yes	106	4261	9	8	97	92	76	72	25	24	21.2	66	22.0	69		
	No	683	4359	88	13	595	87	528	77	227	33	22.1	69	23.2	73		
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---			
Gifted/Talented	Participants	73	4843	0	0	73	100	73	100	60	82	27.1	85	29.2	91		
	Nonparticipants	717	4294	98	14	619	86	531	74	192	27	21.4	67	22.4	70		
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---			
At-Risk	Yes	227	3940	74	33	153	67	103	45	9	4	17.2	54	16.7	52		
	No	563	4509	24	4	539	96	501	89	243	43	23.9	75	25.6	80		
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---			



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report
English II
First-Time Tested Students

District: 101-921 TOMBALL ISD
 Campus: 001 TOMBALL H S

Report Date: SPRING 2025
 Date of Testing: SPRING 2025

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category												
					Did Not Meet				Approaches				Meets				Masters
Number	Percent				#	%	#	%	#	%	#	%	1		2		
													Reading		Writing		
													33		31		
													Avg. # of Points / % Achieved				
					#	%	#	%	#	%	#	%	#	%	#	%	
All Students			818	4307	91	11	727	89	630	77	139	17	23.1	70	20.5	66	
Male			406	4277	61	15	345	85	297	73	67	17	22.7	69	19.9	64	
Female			412	4336	30	7	382	93	333	81	72	17	23.5	71	21.2	68	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino			301	4217	45	15	256	85	217	72	34	11	22.2	67	19.2	62	
American Indian or Alaska Native			3	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian			30	4542	2	7	28	93	27	90	10	33	25.0	76	24.4	79	
Black or African American			56	4094	10	18	46	82	33	59	4	7	20.8	63	16.7	54	
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
White			384	4390	30	8	354	92	314	82	83	22	24.0	73	21.8	70	
Two or More Races			44	4302	4	9	40	91	36	82	8	18	23.1	70	20.8	67	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged			Yes	254	4081	53	21	201	79	157	62	12	5	20.7	63	16.9	55
No			564	4409	38	7	526	93	473	84	127	23	24.2	73	22.1	71	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Title I, Part A			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	
Nonparticipants			818	4307	91	11	727	89	630	77	139	17	23.1	70	20.5	66	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Migrant			Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	
No			818	4307	91	11	727	89	630	77	139	17	23.1	70	20.5	66	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Identified as Emergent Bilingual (EB)			88	3914	26	30	62	70	37	42	1	1	18.4	56	14.0	45	
Monitored 1st Year (M1), reclassified from EB			28	4303	0	0	28	100	26	93	2	7	24.3	73	20.3	65	
Monitored 2nd Year (M2), reclassified from EB			4	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 3rd Year (M3), reclassified from EB			2	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 4th Year (M4), reclassified from EB			2	---	---	---	---	---	---	---	---	---	---	---	---	---	
Former EB (Post Monitoring)			22	4413	1	5	21	95	21	95	1	5	25.0	76	23.0	74	
Non-Emergent Bilingual (Non-EB)			672	4355	64	10	608	90	538	80	134	20	23.6	71	21.3	69	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Bilingual			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	
Nonparticipants			818	4307	91	11	727	89	630	77	139	17	23.1	70	20.5	66	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
ESL			Participants	83	3893	26	31	57	69	33	40	1	1	18.1	55	13.6	44
Nonparticipants			735	4354	65	9	670	91	597	81	138	19	23.6	72	21.3	69	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Special Education			Yes	50	3748	28	56	22	44	13	26	1	2	16.0	49	11.1	36
No			768	4343	63	8	705	92	617	80	138	18	23.5	71	21.1	68	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Section 504			Yes	95	4131	16	17	79	83	63	66	7	7	21.1	64	18.2	59
No			723	4330	75	10	648	90	567	78	132	18	23.3	71	20.8	67	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Gifted/Talented			Participants	71	4751	3	4	68	96	67	94	39	55	27.1	82	26.7	86
Nonparticipants			747	4265	88	12	659	88	563	75	100	13	22.7	69	19.9	64	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
At-Risk			Yes	251	3951	69	27	182	73	124	49	4	2	19.0	58	14.7	47
No			567	4465	22	4	545	96	506	89	135	24	24.9	75	23.1	75	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report
U.S. History
First-Time Tested Students

District: 101-921 TOMBALL ISD
 Campus: 001 TOMBALL H S

Report Date: SPRING 2025
 Date of Testing: SPRING 2025

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category														
					1		2		3		4								
Number	Percent			Did Not Meet		Approaches		Meets		Masters		History	Geography and Culture	Government and Citizenship	Economics, Science, Technology, and Society				
				#	%	#	%	#	%	#	%	#	%	#	%	#	%		
Students Tested	793	99																	
Students Not Tested																			
Absent	6	1																	
Other	0	0																	
Total Documents Submitted	799	100																	
Legend																			
--- = No Data Reported For Fewer Than Five Students																			
All Students	793	4538	22	3	771	97	659	83	469	59	22.0	65	9.4	72	7.6	63	12.9	68	
Male	406	4567	13	3	393	97	336	83	248	61	22.5	66	9.4	73	7.6	63	13.1	69	
Female	387	4507	9	2	378	98	323	83	221	57	21.6	63	9.3	72	7.6	63	12.6	67	
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino	336	4420	14	4	322	96	267	79	173	51	20.8	61	8.8	68	7.1	59	12.0	63	
American Indian or Alaska Native	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian	28	4878	0	0	28	100	25	89	21	75	25.3	74	10.5	81	8.7	72	14.3	75	
Black or African American	53	4266	2	4	51	96	35	66	18	34	18.9	55	8.3	64	6.5	55	10.8	57	
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
White	343	4652	5	1	338	99	305	89	233	68	23.3	68	9.9	76	8.1	67	13.8	73	
Two or More Races	30	4721	1	3	29	97	25	83	22	73	24.0	71	10.2	79	8.4	70	13.8	73	
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged	Yes	256	4297	12	5	244	95	182	71	100	39	19.3	57	8.3	64	6.6	55	11.3	60
	No	537	4652	10	2	527	98	477	89	369	69	23.4	69	9.9	76	8.1	67	13.6	72
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	Participants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
	Nonparticipants	792	4539	22	3	770	97	659	83	469	59	22.1	65	9.4	72	7.6	63	12.9	68
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Migrant	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
	No	793	4538	22	3	771	97	659	83	469	59	22.0	65	9.4	72	7.6	63	12.9	68
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Identified as Emergent Bilingual (EB)	94	4122	10	11	84	89	55	59	30	32	17.3	51	7.3	56	5.6	47	10.1	53	
Monitored 1st Year (M1), reclassified from EB	21	4545	0	0	21	100	20	95	12	57	22.0	65	9.9	76	7.2	60	13.1	69	
Monitored 2nd Year (M2), reclassified from EB	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 3rd Year (M3), reclassified from EB	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 4th Year (M4), reclassified from EB	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Former EB (Post Monitoring)	53	4498	1	2	52	98	49	92	27	51	22.2	65	9.4	72	7.4	62	12.7	67	
Non-Emergent Bilingual (Non-EB)	618	4604	11	2	607	98	528	85	395	64	22.7	67	9.7	75	7.9	66	13.3	70	
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Bilingual	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
	Nonparticipants	793	4538	22	3	771	97	659	83	469	59	22.0	65	9.4	72	7.6	63	12.9	68
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
ESL	Participants	85	4085	10	12	75	88	46	54	25	29	16.8	49	7.1	55	5.5	46	9.8	52
	Nonparticipants	708	4592	12	2	696	98	613	87	444	63	22.7	67	9.7	74	7.9	65	13.2	70
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Special Education	Yes	53	3896	10	19	43	81	22	42	7	13	14.3	42	6.2	48	4.6	38	9.1	48
	No	740	4584	12	2	728	98	637	86	462	62	22.6	66	9.6	74	7.8	65	13.1	69
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Section 504	Yes	85	4351	4	5	81	95	60	71	37	44	19.4	57	9.0	70	6.6	55	11.7	61
	No	708	4560	18	3	690	97	599	85	432	61	22.4	66	9.4	73	7.7	64	13.0	68
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Gifted/Talented	Participants	77	5173	0	0	77	100	76	99	74	96	28.7	85	11.5	89	10.2	85	16.0	84
	Nonparticipants	716	4469	22	3	694	97	583	81	395	55	21.3	63	9.2	70	7.3	61	12.5	66
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
At-Risk	Yes	243	4186	19	8	224	92	160	66	72	30	17.8	52	7.9	61	5.9	49	10.6	56
	No	550	4693	3	1	547	99	499	91	397	72	23.9	70	10.0	77	8.4	70	13.8	73
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	

Graduation

Class of 2024

Calculation Report

Graduation Rate	All Students
Class of 2024, 4-year	94.6
Class of 2023, 5-year	98.0
Class of 2022, 6-year	98.4
Annual Dropout*	
Component Score	98.4

* Used only if 4-, 5-, or 6-year value is not available.

Data Table

	Accountability Groups										Additional Student Groups								
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Econ Disadv	Non-Econ Disadv	G/T	EB/EL (Current & Monitored)+	Special Ed (Current)	Highly Mobile*	Foster	Homeless	Migrant	
4-Year Graduation Rate (Gr 9-12): Class of 2024																			
% Graduated	94.6%	94.6%	95.3%	93.6%	100.0%	100.0%	-	95.0%	87.5%	90.2%	96.7%	100.0%	91.7%	60.5%	71.4%	50.0%	80.0%	-	
# Graduated	642	35	242	320	3	23	-	19	239	202	440	54	55	26	5	1	4	-	
Total in Class	679	37	254	342	3	23	-	20	273	224	455	54	60	43	7	2	5	-	
5-Year Extended Graduation Rate (Gr 9-12): Class of 2023																			
% Graduated	98.0%	96.9%	96.7%	99.0%	100.0%	100.0%	-	96.4%	96.9%	96.3%	98.7%	100.0%	91.4%	100.0%	100.0%	-	100.0%	-	
# Graduated	575	31	208	284	4	21	-	27	217	181	394	64	32	42	4	-	4	-	
Total in Class	587	32	215	287	4	21	-	28	224	188	399	64	35	42	4	-	4	-	
6-Year Extended Graduation Rate (Gr 9-12): Class of 2022																			
% Graduated	98.4%	97.4%	97.4%	99.4%	100.0%	100.0%	-	94.7%	96.2%	96.7%	99.5%	100.0%	93.9%	94.9%	100.0%	100.0%	100.0%	-	
# Graduated	571	38	188	313	2	12	-	18	229	206	365	36	31	37	5	4	1	-	
Total in Class	580	39	193	315	2	12	-	19	238	213	367	36	33	39	5	4	1	-	
Annual Dropout Rate (Gr 9-12): SY 2023-24																			
% Dropped Out	0.7%	1.0%	0.8%	0.4%	0.0%	0.0%	-	3.0%	1.2%	1.3%	0.3%	0.0%	1.6%	0.7%	12.9%	17.6%	7.1%	-	
% Dropped Out - Conversion	93.0%																		
# Dropped Out	22	2	10	6	0	0	-	4	17	15	7	0	6	2	4	3	1	-	
# of Students	3,214	198	1,239	1,511	11	120	-	135	1,379	1,141	2,073	260	371	288	31	17	14	-	

CCMR Class of 2024

Calculation Report

	2024 Annual Graduates	
	Count	Component Score
Total		
Total graduates	658	
Total credit for CCMR criteria	605	92%

Data Table

	2024 Annual Graduates	
	Count	Percentage
College		
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both RLA and Mathematics	458	69.6%
Met TSI criteria in both RLA and Mathematics, excluding college prep courses	319	48.5%
TSI Criteria - Reading/Language Arts (RLA)		
Met TSI criteria for at least one indicator in RLA	551	83.7%
Met TSI criteria in RLA, excluding college prep courses	429	65.2%
Met TSI assessment criteria	55	8.4%
Met ACT criteria	59	9.0%
Met SAT criteria	411	62.5%
Earned credit for a college prep course	143	21.7%
TSI Criteria - Mathematics		
Met TSI criteria for at least one indicator in Mathematics	487	74.0%
Met TSI criteria in Mathematics, excluding college prep courses	342	52.0%
Met TSI assessment criteria	91	13.8%
Met ACT criteria	51	7.8%
Met SAT criteria	296	45.0%
Earned credit for a college prep course	162	24.6%
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	241	36.6%
Dual Course Credits		
Earned credit for at least 3 hours in RLA or Mathematics or 9 hours in any subject	296	45.0%
Associate Degree		
Earned an associate degree by August 31 immediately following high school graduation	0	0.0%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	0	0.0%
Special Ed with Advanced Diploma Plan		
Received special education services and earned an advanced diploma	15	2.3%
Career		
Industry-Based Certifications (IBC)		
Earned an IBC and received credit for an aligned level two or higher course	312	47.4%
Earned at least one sunsetting IBC and did not meet any other CCMR criteria	2	0.3%
Earned only a sunsetting IBC and are not included due to IBC cap*	0	0.0%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	0	0.0%
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	6	0.9%
Military		
U.S. Armed Forces		
Enlisted in the U.S. Armed Forces	1	0.2%

Attendance

Tomball ISD	PIA - Cumulative
	2024-2025
All Students	94.0
Ethnicity	
Hispanic/Latino	93.6
American Indian or Alaska Native	95.1
Asian	96.5
Black or African American	92.6
Native Hawaiian or Other Pacific Islander	96.4
White	94.3
Two or More Races	94.7
Gender	
Male	94.3
Female	93.7
Grade	
9th	94.9
10th	94.3
11th	94.3
12th	92.3
Special Population	
At Risk	92.0
Early Reading Indicator	
Economic Disadvantage	92.2
Emergent Bilingual	92.5
Foster Care	78.1
Gifted and Talented	96.3
Homeless Status	89.3
Migrant	
Military Connected	94.4
RDSPD	93.5
Section 504	92.6
Special Education	91.3
Transfer in Students	95.5
Unaccompanied Youth	87.1

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	<i>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:</i> <i>(1) deliberate violent behavior that poses a direct threat to the health or safety of others;</i> <i>(2) extortion, meaning the gaining of money or other property by force or threat;</i> <i>(3) conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or</i> <i>(4) conduct that constitutes the offense of:</i> <i>(A) public lewdness under Section 21.07, Penal Code;</i> <i>(B) indecent exposure under Section 21.08, Penal Code;</i> <i>(C) criminal mischief under Section 28.03, Penal Code;</i> <i>(D) personal hazing under Section 37.152; or</i> <i>(E) harassment under Section 42.07(a)(1), Penal Code, of a student or district employee.</i>
	61	<i>Bullying TEC 37.0052(b)</i>

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

Year	Enrollment	Discipline Code																Total
		11	12	14	16	17	18	19	29	30	31	32	36	46	47	48	57	
2024-2025	3,386	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2023-2024	3,222	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2022-2023	3,932	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Disciplinary Removals

Tomball HS	Number of Students			ISS Actions			ISS Percent			OSS Actions			OSS Percent			DAEP Actions			DAEP Percent			JJAEP Actions			JJAEP Percent			Total Actions			Total Students			Total Percent		
All	3380	1147	358	10.59%	358	176	5.21%	142	117	3.46%	0	0	0.00%	1647	409	12.10%																				
Asian	112	4	3	2.68%	0	0	0.00%	0	0	0.00%	0	0	0.00%	4	3	2.68%																				
Black or African American	221	211	55	24.89%	75	36	16.29%	18	14	6.33%	0	0	0.00%	304	65	29.41%																				
Hispanic/Latino	1334	509	162	12.14%	140	72	5.40%	63	53	3.97%	0	0	0.00%	712	186	13.94%																				
American Indian or Alaska Native	12	1	1	8.33%	0	0	0.00%	0	0	0.00%	0	0	0.00%	1	1	8.33%																				
Native Hawaiian or Other Pacific Islander	3	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%																				
Two or More Races	150	59	21	14.00%	20	8	5.33%	6	6	4.00%	0	0	0.00%	85	21	14.00%																				
White	1548	363	116	7.49%	123	60	3.88%	55	44	2.84%	0	0	0.00%	541	133	8.59%																				
Female	1677	389	121	7.22%	151	71	4.23%	54	44	2.62%	0	0	0.00%	594	141	8.41%																				
Male	1703	758	237	13.92%	207	105	6.17%	88	73	4.29%	0	0	0.00%	1053	268	15.74%																				
Special Education - Summer	355	210	55	15.49%	49	27	7.61%	14	12	3.38%	0	0	0.00%	273	66	18.59%																				
Economic Disadvantage - Fall	1012	684	182	17.98%	200	94	9.29%	71	54	5.34%	0	0	0.00%	955	205	20.26%																				
Economic Disadvantage - Summer	1114	752	199	17.86%	237	107	9.61%	80	62	5.57%	0	0	0.00%	1069	228	20.47%																				
At Risk - Fall	1069	827	234	21.89%	259	126	11.79%	109	87	8.14%	0	0	0.00%	1195	264	24.70%																				
Bilingual - Fall	0	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%																				
ESL - Fall	306	190	71	23.20%	34	22	7.19%	18	16	5.23%	0	0	0.00%	242	77	25.16%																				
CTE Attendance - Summer	2726	976	311	11.41%	295	146	5.36%	123	100	3.67%	0	0	0.00%	1394	346	12.69%																				
Section 504 - Summer	408	140	55	13.48%	80	35	8.58%	31	25	6.13%	0	0	0.00%	251	64	15.69%																				

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	<i>By May 2026, THS will increase the percentage of students meeting grade level or above in RLA from 70% to 75%, with African American and Economically Disadvantaged students narrowing the gap by at least 3 points.</i>			
Strategies	Strengthen Tier 1 instruction through targeted RLA interventions. Embed literacy practices across all content areas.			
Actions	Responsible	Timeline	Resource(s)	Evaluation
<i>Implement targeted small-group instruction using interim assessment data</i>	<i>RLA Teachers</i>	<i>August 2025-May 2026</i>	<i>Eduphoria, Curriculum Resources</i>	<i>STAAR/EOC results, CBA Growth</i>
<i>Expand Literacy Across the Curriculum (writing in SS/Science)</i>	<i>Instructional Specialists, Core Teachers</i>	<i>September 2025-May 2026</i>	<i>Cross-Curricular Resource Strategies</i>	<i>Walkthrough Data, PLC Minutes</i>
<i>Provide STAAR tutorials (after-school/Saturday)</i>	<i>Admin, Teachers</i>	<i>January 2026-May 2026</i>	<i>Tutorial Budget</i>	<i>Attendance Rosters, STAAR Outcomes</i>
<i>Monitor subgroup progress every 3 weeks in PLC's</i>	<i>Dept. Chairs, Admin</i>	<i>August 2026 - May 2026</i>	<i>PLC Protocols, Student Data Trackers</i>	<i>PLC Minutes, Progress Monitoring Reports</i>

Goal 2	<i>By May 2026, THS will raise the Academic Growth score from 73 to at least 79, with at least 70% of students in every subgroup meeting annual growth targets.</i>			
Strategies	Strengthen use of formative data to drive instruction. Provide teacher coaching cycles focused on growth.			
Actions	Responsible	Timeline	Resource(s)	Evaluation
<i>Track student growth by subgroup every six weeks in PLCs</i>	<i>PLC Leads, APs</i>	<i>Aug 2025–May 2026</i>	<i>Eduphoria, Benchmarks</i>	<i>PLC agendas, growth data reports</i>
<i>Provide coaching cycles for RLA & Math teachers</i>	<i>Instructional Coaches, APs</i>	<i>Sept 2025–May 2026</i>	<i>Coaching logs, PD time</i>	<i>Walkthrough data, TTESS</i>

<i>Implement intervention blocks during the school day</i>	<i>Teachers, Counselors</i>	<i>Oct 2025–May 2026</i>	<i>Master schedule, intervention staff</i>	<i>Growth measures, failure reports</i>
<i>Train teachers in differentiated small-group instruction</i>	<i>District PD, Admin</i>	<i>Aug 2025–Feb 2026</i>	<i>PD funds, training sessions</i>	<i>PD attendance, walkthroughs</i>

Goal 3	<i>By August 2026, THS will increase graduates meeting CCMR indicators from 92% to 95%, with a focus on Economically Disadvantaged and EB/EL students.</i>			
Strategies	Expand opportunities for TSI, AP/Dual Credit, and IBC achievement. Provide student-level CCMR tracking and supports.			
Actions	Responsible	Timeline	Resource(s)	Evaluation
<i>Offer TSI bootcamps in Math and RLA</i>	<i>Counselors, Teachers</i>	<i>Fall 2025, Spring 2026</i>	<i>TSI prep materials, staffing</i>	<i>TSI pass rate reports</i>
<i>Expand dual credit/AP enrollment for underrepresented students</i>	<i>Counselors, Admin</i>	<i>Aug 2025–Feb 2026</i>	<i>Parent nights, course guides</i>	<i>Enrollment data, AP/DC rosters</i>
<i>Provide CCMR progress reports for each junior/senior</i>	<i>Counselors</i>	<i>Sept 2025–May 2026</i>	<i>CCMR tracking tool</i>	<i>CCMR accountability outcomes</i>

Goal 4	<i>By May 2026, THS will improve the attendance rate from 94.0% to 95%, with interventions for chronically absent students.</i>			
Strategies	Strengthen attendance monitoring and communication. Provide incentives and supports to increase daily attendance.			
Actions	Responsible	Timeline	Resource(s)	Evaluation
<i>Establish Attendance Review Committee to meet bi-weekly</i>	<i>APs, Attendance Clerk</i>	<i>Aug 2025–May 2026</i>	<i>Attendance data</i>	<i>Committee logs, attendance reports</i>
<i>Implement tiered parent communication protocols</i>	<i>APs, Counselors</i>	<i>Aug 2025–May 2026</i>	<i>Call logs, letters</i>	<i>Parent contact records</i>
<i>Create attendance incentives (grade-level competitions, recognition)</i>	<i>Admin, Counselors</i>	<i>Sept 2025–May 2026</i>	<i>Incentive budget</i>	<i>Attendance dashboards</i>
<i>Provide supports for students w/ barriers (transportation, health, housing)</i>	<i>Social Worker, Crisis Counselor</i>	<i>Aug 2025–May 2026</i>	<i>District/commu nity resources</i>	<i>Intervention logs, attendance rates</i>

Staff Development Needs

Summary of Needs:

The district addresses the Excellent Educators for All Initiative (Title I, Part A under the Every Student Succeeds Act) by developing goals and strategies to decrease the equity gaps as they relate to low-income students and students of color being taught at higher rates than other students by inexperienced, out-of-field, and ineffective teachers. It does not matter what classroom these students walk into – in Tomball ISD, an effective teacher awaits them. In order to successfully implement the CIP for 2025-2026, professional development, including teacher-led training is required for teachers and administrators in the major areas of collaboration, infused technology, multiple pathways to teaching and leading, meaningful evaluation and support, strong teacher leadership, mentoring, instructional leadership.



TOMBALL ISD Professional Learning

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

Staff development has been identified as one of the strategies to meet the assessed needs addressed in this improvement plan. Summarize below what those campus staff development needs are. The Campus Improvement Team must approve this portion of the Campus Improvement Plan.

Date of CIT
Approval:

9/10/2025

*Summary of
Needs:*

To achieve the goals outlined in our Campus Improvement Plan, staff development must be intentional, targeted, and ongoing. Professional learning will be designed in formats that are practical and accessible for teachers, with an emphasis on strategies that can be immediately implemented in classrooms. One key avenue for this will be Cougar Shorts, our bite-sized professional learning sessions that focus on specific instructional strategies, data-driven practices, and student engagement techniques. These short, high-impact sessions allow staff to continuously build their instructional toolbox without requiring extended time away from classrooms.

In addition, strengthening student attendance will require a coordinated effort across our entire feeder pattern. A vertical team of elementary, intermediate, and junior high principals will collaborate with Tomball High School leadership to design consistent attendance incentives, set shared targets, and communicate unified expectations for students and families. This alignment ensures that a culture of attendance is reinforced from the earliest grades through graduation, ultimately supporting academic success and CCMR readiness.

Other staff development priorities include building teacher capacity in using formative assessment data to monitor and adjust instruction, expanding strategies for supporting diverse learners (including English Learners and students served through 504/SpEd), and enhancing college and career readiness practices across all content areas. Training will also focus on creating engaging classroom environments that encourage student ownership of learning and resilience in the face of academic challenges. Collectively, these development opportunities will empower staff to meet our performance goals while cultivating a consistent and supportive culture for all students.

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 CIP will be met for all students.
☑	Goals and Strategies	The CIP goals and strategies include responsible staff, resources, timelines, monitoring, and evaluation.
☑	Attendance and Completion	The CIP Comprehensive Needs Assessment included an analysis of campus-relevant data related to student attendance, dropout rates, graduation rates, on-track credit accrual of 9 th and 10 th grade students, and college readiness.
☑	Transitions	The CIP Comprehensive Needs Assessment included an analysis of any campus-relevant transitions from Early Childhood or home to Pre-Kindergarten or Kindergarten, transitions from 8 th grade to 9 th grade including counseling on the Foundation High School program and endorsements, transition to college including counseling and information to students and parents about higher education admissions, financial aid opportunities, the TEXAS and Teach for Texas Grant programs, and the need for making informed curriculum choices to be prepared for success beyond high school.
☑	Suicide Prevention	The District will follow the policies of the Tomball ISD Board of Education FFB, DMA, and FFE relating to suicide prevention to reduce and eliminate cases.
☑	Conflict/Violence Prevention and Intervention	The District will follow the policies of the Tomball ISD Board of Education FOC, and FOCA relating to violence prevention and intervention.
☑	Dating Violence Awareness	The District will follow the policies of the Tomball ISD Board of Education FFH relating to dating violence awareness and training.
☑	Bullying Prevention	The District will follow the policies of the Tomball ISD Board of Education FFI, FDB, FFF, FFH, FO, CQA, and FFB relating to the prevention of bullying.
☑	Coordinated Health Program	The District will follow the policies of the Tomball ISD Board of Education FFA and EHAA relating to a coordinated health program.
☑	Child Abuse Prevention and Reporting	The District will follow the policies of the Tomball ISD Board of Education DG, DH, DHB, FFG, FFH, and GRA related to the prevention and reporting of child abuse.
☑	Child Sexual Abuse Prevention	The District will follow the policies of the Tomball ISD Board of Education DG, DH, DHB, FFG, FFH, and GRA related to the prevention and reporting of child abuse.
☑	Drug, Tobacco, Alcohol Prevention	The District will follow the policies of the Tomball ISD Board of Education FNF relating to drug, tobacco, and alcohol prevention to reduce and eliminate use.
☑	State Compensatory Education	The district-wide SCE plan is described in the District Improvement Plan. The comprehensive needs assessment of this DIP included an analysis of student achievement data for at-risk students.
☑	Dyslexia Treatment Program	The District will follow the policies of the Tomball ISD Board of Education EHB, FB, EHBC, and EKB relating to a Dyslexia Treatment Program.
☑	Trauma-Informed Care Policy	The District will follow the policies of the Tomball ISD Board of Education FFBA(LOCAL) in relation to requiring the integration of trauma-informed practices in each school environment.
☑	Duties of District SRO's	<p>The District shall follow the policies of the Tomball ISD Board of Education CKE in relation to the duties of Peace Officers and School Resource Officers. The Board approves the duties of Peace Officers and School Resource Officers through an annual Memorandum of Understanding and those duties are detailed as:</p> <ol style="list-style-type: none"> 1. Abide by school board policies and shall consult with and coordinate activities through the school principal but shall remain fully responsive to the chain of command of the law enforcement agency in all matters relating to employment and supervision. 2. Encourage individual and small group discussions about law enforcement related matters with students, faculty, and parents. 3. Refrain completely from functioning as a school disciplinarian. The School Resource Officer is not to be involved in the enforcement of disciplinary infractions that do not constitute violations of the law. 4. Confer with the principal to develop plans and strategies to prevent and/or minimize dangerous situations on or near the campus or involving students at school-related activities.

		<p>5. Abide by school board policy and applicable law concerning interviews should it be necessary to conduct formal law enforcement interviews with students or staff on property or at school functions under the jurisdiction of the School Board.</p> <p>6. Give assistance to officers in matters regarding the duties of SROs whenever necessary.</p> <p>7. Reaffirm their roles as law enforcement officers by wearing their uniforms, unless doing so would be inappropriate for scheduled school activities. (The uniform will also be worn at events where it will enhance the image of the officers and their ability to perform their duties.)</p> <p>8. Officers work an eight hour shift that begins when they leave their department and ends when they return to their department. Any additional time must be compensated according to the Fair Labor Standards Act at time and a half.</p>
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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	2026	<p>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.</p> <p>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.</p>

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 programming
- 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
<p>1. OPERATION OF SCHOOL AND SCHOOL ATTENDANCE</p>	<p>TEC 25.0811 EB(LLEGAL)</p>	<p>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.</p> <p>a. Students will begin no earlier than the <u>2nd</u> Monday of August.</p> <p>b. Teachers will begin no earlier than the <u>1st</u> Monday of August.</p> <p>c. This will allow the first and second semesters to be closer in the number of days of instruction.</p> <p>d. The goal is to improve the district attendance rate and student success through the flexibility in the calendar.</p> <p>e. Flexible start dates and times will accommodate Early College High School schedules.</p>
<p>2. SUBMITTING WAIVERS FOR KINDERGARTEN – GRADE 4 CLASS SIZE</p>	<p>TEC 25.111 TEC 25.112 TEC 25.113 EEB(LLEGAL)</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>c. A TEA waiver will not be necessary when a K-4th classroom exceeds the 22:1 ratio.</p> <p>d. This gives TISD flexibility without having to apply for waivers within the Texas Education Agency.</p>

<p>3. TEACHER CERTIFICATION</p>	<p>TEC 21.003a TEC 21.057a-e</p> <p>(DK LEGAL) (DK LOCAL) (DK EXHIBIT)</p>	<p>In order to best serve TISD students and allow more flexibility in our scheduling and class offerings, certification issues will be handled locally.</p> <p>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.</p> <p>b. Flexibility with personnel on Title I campuses per ESSA guidelines.</p> <p>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.</p> <p>d. A teacher certification waiver, state permit applications or other paperwork will not be submitted to the Texas Education Agency.</p>
<p>4. IMPLEMENT A LOCAL TEACHER AND ADMINISTRATOR APPRAISAL SYSTEM</p>	<p>TEC 21.203 TEC 21.352</p> <p>DNA(LEGAL)</p>	<p>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.</p>
<p>5. CAMPUS BEHAVIOR COORDINATOR</p>	<p>TEC 37.0012</p> <p>FO(LEGAL)</p>	<p>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.</p>

<p>6. INTER-DISTRICT TRANSFERS</p>	<p>TEC 25.036 FDA(LLEGAL)</p>	<p>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.</p> <p>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:</p> <ul style="list-style-type: none"> - 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.
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