



Not just a district, a destination.



TOMBALL

INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN

2025-2026

Campus Name	Creekside Park Junior High School
TEA District ID	101-921-044
Principal	Tara Bailey
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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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, karengroves@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 Creekside Park JH 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

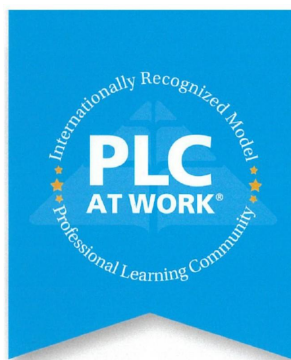
CPJH serves 1,232 students in grades 6–8 and reflects a richly diverse community, with a large number of languages spoken across the campus. In alignment with TISD, CPJH offers core instruction in English Language Arts, Math, Science, and Social Studies at both regular and TAP levels. A wide range of electives supports student interests and future pathways, including Fine Arts (Band, Orchestra, Choir, Art, Theatre, Yearbook), Career and Technology (Leadership Officer Training Corps, Principles of Information Technology, Business Finance Marketing, Exploring Careers, Touch System Data Entry), Health and Physical Education (PE, Athletics, Dance, Health), and World Languages (Exploring Languages, Spanish).

This year, Cougar Den has shifted to a flexible grouping model designed to meet individual student needs. Groups are fluid and adjusted throughout the year to ensure all students demonstrate high levels of growth. Monday through Thursday, students move to targeted sessions based on academic or personal needs, while Fridays are reserved for Guidance lessons, with students remaining in their assigned Den classes. This structure allows for both individualized support and consistent character and leadership development.

CPJH is also working toward re-establishing itself as a Professional Learning Community (PLC) campus. In support of this goal, ten staff members attended the PLC Institute in San Antonio, and all departments participated in professional development with Solution Tree during August. These efforts are designed to strengthen collaboration, align instructional practices, and accelerate student growth.

Beyond academics, CPJH fosters student engagement through a variety of clubs and organizations, including Drama, Robotics, Coding, Environmental, Cooking, Soccer, Chess, Lego Building, Spanish, and Cougars for Christ. These opportunities support student choice, leadership, and community building, reinforcing CPJH's culture of success.

Currently, CPJH is under construction to prepare for the addition of 5th grade students in the coming year, expanding opportunities for collaboration across grade levels and ensuring a smooth transition for students as they progress through middle school.



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	1219	100%
6th Grade	435	35.69%
7th Grade	388	31.83%
8th Grade	396	32.49%
Student Demographics	Count	Percent
Gender		
Female	596	48.89%
Male	623	51.11%
Ethnicity		
Hispanic-Latino	509	41.76%
Race		
American Indian - Alaskan Native	2	0.16%
Asian	99	8.12%
Black - African American	42	3.45%
Native Hawaiian - Pacific Islander	0	0.00%
White	521	42.74%
Two-or-More	46	3.77%
Student Programs	Count	Percent
Dyslexia	63	5.17%
Gifted and Talented	223	18.29%
Regional Day School Program for the Deaf	0	0.00%
Section 504	118	9.68%
Special Education (SPED)	89	7.30%
Bilingual/ESL		
Emergent Bilingual (EB)	128	10.50%
Bilingual	0	0.00%
English as a Second Language (ESL)	121	9.93%

Alternative Methods for Bilingual Education	0	0.00%
Alternative Methods for ESL	0	0.00%
Title I Part A		
Schoolwide Program	0	0.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%
Student Indicators	Count	Percent
At-Risk	343	28.14%
Foster Care	2	0.16%
IEP Continuer	0	0.00%
Immigrant	99	8.12%
Intervention Indicator	22	1.80%
Migratory	0	0.00%
Military Connected	2	0.16%
Transfer In Students	39	3.20%
Unschooling Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	148	12.14%
Free Meals	84	6.89%
Reduced-Price Meals	19	1.56%
Other Economic Disadvantage	45	3.69%
Homeless and Unaccompanied Youth		
Homeless Status Total	0	0.00%
Shelter	0	0.00%
Doubled Up	0	0.00%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	0	0.00%
Is Unaccompanied Youth	0	0.00%
Special Education Services	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	22	24.72%
Auditory impairment	0	0.00%

Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	5	5.62%
Emotional disturbance	2	2.25%
Learning disability	43	48.31%
Speech impairment	4	4.49%
Autism	13	14.61%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	0	0.00%
Instructional Settings		
Speech Therapy	4	4.49%
Homebound	2	2.25%
Hospital Class	0	0.00%
Mainstream	37	41.57%
Resource Room	34	38.20%
VAC	0	0.00%
Off Home Campus	1	1.12%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	11	12.36%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	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.

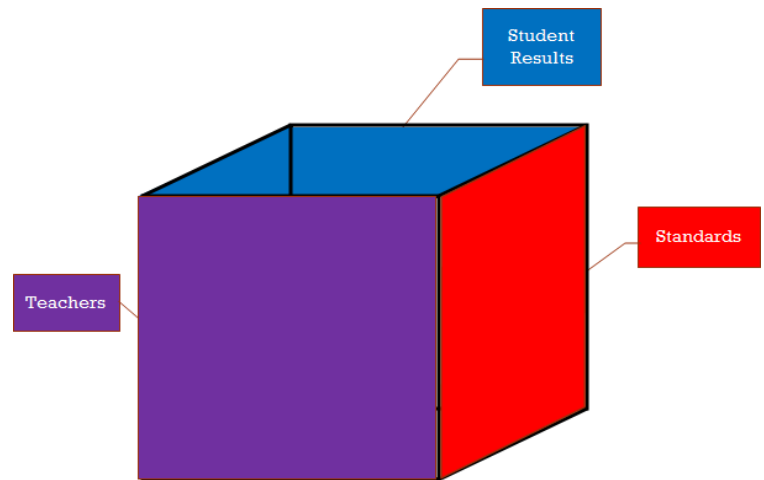
Campus Improvement Team (CIT) Membership

Name of CIT Member	Position
Steven Shields	District Appointee
Kristi Budd	Classroom Teacher
Kimberly DeMoss	Classroom Teacher
Halie Summers	Classroom Teacher
Tammie Cox	Classroom Teacher
Pinky Yuskiewicz	Non-classroom Professional
Amanda Anselmi	Parent
Natalie Tenney	Parent
Blaine Scelfo	Business Representative
Lexi Herring	Business Representative
Elizabeth Giroto	Community Representative
Anita Andrews	Community Representative

Meeting Dates
9/17/2025
12/17/2025
3/4/2025
5/6/2025

Data Analysis and Comprehensive Needs Assessment

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



Sample Integrated Data Sources

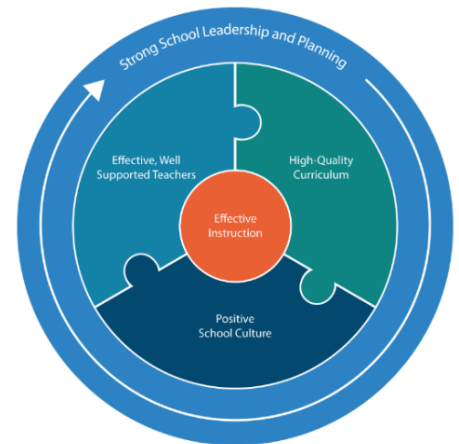
Students	Teachers	Standards
STAAR/EOC Results Texas Academic Performance Reports TELPAS results Curriculum- Based Assessments Formative assessments Interim Assessments Student portfolios CLI/STAR Early Literacy Results Results Driven Accountability (RDA) Eduphoria Aware Reports Individual education plans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

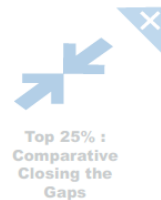
Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		94	A	
Student Achievement		94	A	70%
STAAR Performance	77	94		
College, Career and Military Readiness				
Graduation Rate				
School Progress		91	A	0%
Academic Growth	81	91	A	✓
Relative Performance (Eco Dis: 12.1%)		87	B	
Closing the Gaps	81	93	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

STAAR Results



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 6 Reading Language Arts

District: 101-921 TOMBALL ISD
Campus: 044 CREEKSIDE PARK

Report Date: JULY 2025
Date of Testing: SPRING 2025

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category											
Number		Percent			1					2						
Students Tested		427			99	Reading					Writing					
Students Not Tested																
Absent		4			1											
Other		0			0											
Total Documents Submitted		431			100											
Legend																
--- = No Data Reported For Fewer Than Five Students																
			#	%	#	%	#	%	#	%	Avg. # of Points / % Achieved		#	%		
All Students			427	1809	12	3	415	97	388	91	294	69	21.9	76	21.3	79
Male			217	1809	5	2	212	98	198	91	148	68	22.1	76	21.1	78
Female			210	1809	7	3	203	97	190	90	146	70	21.7	75	21.4	79
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino			176	1780	8	5	168	95	156	89	108	61	21.0	73	20.3	75
American Indian or Alaska Native			2	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian			40	1840	0	0	40	100	37	93	31	78	22.7	78	22.6	84
Black or African American			18	1827	1	6	17	94	16	89	12	67	22.1	76	21.2	78
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---
White			183	1829	3	2	180	98	171	93	137	75	22.6	78	21.9	81
Two or More Races			8	1842	0	0	8	100	6	75	5	63	22.4	77	21.5	80
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged			43	1767	5	12	38	88	35	81	24	56	20.5	71	19.2	71
Yes			384	1814	7	2	377	98	353	92	270	70	22.1	76	21.5	80
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A			0	---	---	---	---	---	---	---	---	---	---	---	---	---
Participants			427	1809	12	3	415	97	388	91	294	69	21.9	76	21.3	79
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant			0	---	---	---	---	---	---	---	---	---	---	---	---	---
Yes			427	1809	12	3	415	97	388	91	294	69	21.9	76	21.3	79
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual (EB)			37	1679	4	11	33	89	26	70	9	24	17.5	60	16.6	61
Monitored 1st Year (M1), reclassified from EB			43	1794	0	0	43	100	43	100	28	65	21.7	75	21.4	79
Monitored 2nd Year (M2), reclassified from EB			8	1984	0	0	8	100	8	100	8	100	25.0	86	25.8	95
Monitored 3rd Year (M3), reclassified from EB			5	1894	0	0	5	100	5	100	5	100	25.0	86	24.4	90
Monitored 4th Year (M4), reclassified from EB			0	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB (Post Monitoring)			3	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual (Non-EB)			331	1819	8	2	323	98	303	92	241	73	22.3	77	21.6	80
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual			0	---	---	---	---	---	---	---	---	---	---	---	---	---
Participants			427	1809	12	3	415	97	388	91	294	69	21.9	76	21.3	79
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL			35	1674	4	11	31	89	24	69	8	23	17.2	59	16.4	61
Participants			392	1821	8	2	384	98	364	93	286	73	22.3	77	21.7	80
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education			26	1625	6	23	20	77	12	46	4	15	15.7	54	13.7	51
Yes			401	1821	6	1	395	99	376	94	290	72	22.3	77	21.8	81
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504			38	1742	0	0	38	100	33	87	16	42	20.7	71	18.5	69
Yes			389	1816	12	3	377	97	355	91	278	71	22.1	76	21.5	80
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented			86	1924	0	0	86	100	86	100	85	99	24.9	86	24.9	92
Participants			341	1780	12	4	329	96	302	89	209	61	21.2	73	20.4	75
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk			97	1726	6	6	91	94	80	82	39	40	19.4	67	18.4	68
Yes			330	1834	6	2	324	98	308	93	255	77	22.7	78	22.1	82
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report
Grade 6 Mathematics

District: 101-921 TOMBALL ISD
Campus: 044 CREEKSIDE PARK

Report Date: JULY 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														
Students Tested		431	100			Numerical Representations and Relationships				Computations and Algebraic Relationships				Geometry and Measurement				Data Analysis and Personal Financial Literacy											
Students Not Tested																													
Absent		1	0																										
Other		0	0																										
Total Documents Submitted		432	100																										
Legend																													
--- = No Data Reported For Fewer Than Five Students				Did Not Meet		Approaches		Meets		Masters		Number of Points Possible																	
												11		15				7				10							
														Avg. # of Points / % Achieved															
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%								
All Students				431	1871	16	4	415	96	330	77	193	45	8.2	75	10.6	71	4.6	66	7.3	73								
Male				217	1896	7	3	210	97	181	83	109	50	8.5	77	11.1	74	4.9	70	7.7	77								
Female				214	1845	9	4	205	96	149	70	84	39	8.0	73	10.2	68	4.4	62	7.0	70								
No Information Provided				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Hispanic/Latino				178	1830	6	3	172	97	128	72	67	38	7.9	72	10.0	67	4.4	63	6.8	68								
American Indian or Alaska Native				2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Asian				41	1995	1	2	40	98	38	93	28	68	9.3	85	12.7	84	5.2	74	8.4	84								
Black or African American				18	1876	2	11	16	89	12	67	7	39	7.9	72	10.8	72	4.1	59	7.1	71								
Native Hawaiian or Other Pacific Islander				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
White				184	1880	7	4	177	96	145	79	87	47	8.3	76	10.8	72	4.8	68	7.6	76								
Two or More Races				8	1963	0	0	8	100	6	75	4	50	8.4	76	11.0	73	5.1	73	7.1	71								
No Information Provided				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Economically Disadvantaged				Yes	43	1815	3	7	40	93	29	67	14	33	7.6	69	9.7	64	4.2	59	6.7	67							
				No	388	1877	13	3	375	97	301	78	179	46	8.3	75	10.7	72	4.7	67	7.4	74							
No Information Provided				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Title I, Part A				Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
				Nonparticipants	431	1871	16	4	415	96	330	77	193	45	8.2	75	10.6	71	4.6	66	7.3	73							
No Information Provided				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Migrant				Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
				No	431	1871	16	4	415	96	330	77	193	45	8.2	75	10.6	71	4.6	66	7.3	73							
No Information Provided				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Identified as Emergent Bilingual (EB)				37	1764	2	5	35	95	20	54	7	19	7.0	64	9.0	60	3.9	55	5.6	56								
Monitored 1st Year (M1), reclassified from EB				43	1883	0	0	43	100	38	88	22	51	8.7	79	11.1	74	4.6	66	7.9	79								
Monitored 2nd Year (M2), reclassified from EB				8	1986	0	0	8	100	8	100	6	75	9.1	83	12.6	84	5.5	79	9.1	91								
Monitored 3rd Year (M3), reclassified from EB				5	1924	0	0	5	100	5	100	4	80	8.6	78	12.2	81	5.4	77	9.0	90								
Monitored 4th Year (M4), reclassified from EB				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Former EB (Post Monitoring)				3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Non-Emergent Bilingual (Non-EB)				335	1876	14	4	321	96	256	76	151	45	8.3	75	10.7	71	4.7	67	7.4	74								
No Information Provided				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Bilingual				Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
				Nonparticipants	431	1871	16	4	415	96	330	77	193	45	8.2	75	10.6	71	4.6	66	7.3	73							
No Information Provided				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
ESL				Participants	35	1758	2	6	33	94	18	51	7	20	7.0	63	8.8	59	3.9	56	5.5	55							
				Nonparticipants	396	1881	14	4	382	96	312	79	186	47	8.3	76	10.8	72	4.7	67	7.5	75							
No Information Provided				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Special Education				Yes	27	1650	7	26	20	74	5	19	1	4	5.5	50	6.7	44	2.7	38	4.1	41							
				No	404	1885	9	2	395	98	325	80	192	48	8.4	76	10.9	73	4.8	68	7.5	75							
No Information Provided				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Section 504				Yes	38	1780	0	0	38	100	21	55	8	21	7.0	64	9.2	62	3.8	55	6.4	64							
				No	393	1879	16	4	377	96	309	79	185	47	8.3	76	10.8	72	4.7	67	7.4	74							
No Information Provided				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Gifted/Talented				Participants	86	2068	0	0	86	100	86	100	81	94	9.9	90	13.7	91	6.0	86	9.3	93							
				Nonparticipants	345	1821	16	5	329	95	244	71	112	32	7.8	71	9.9	66	4.3	61	6.8	68							
No Information Provided				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
At-Risk				Yes	97	1800	4	4	93	96	61	63	29	30	7.6	69	9.6	64	4.0	57	6.4	64							
				No	334	1891	12	4	322	96	269	81	164	49	8.4	77	10.9	73	4.8	69	7.6	76							
No Information Provided				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report
Grade 7 Reading Language Arts

District: 101-921 TOMBALL ISD
Campus: 044 CREEKSIDE PARK

Report Date: JULY 2025
Date of Testing: SPRING 2025

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet	Approaches	Meets	Masters	Results for Each Reporting Category								
Number		Percent							1		2						
Students Tested		380							99	Reading		Writing					
Students Not Tested										Number of Points Possible							
Absent		3							1	29		27					
Other		0							0	Avg. # of Points / % Achieved							
Total Documents Submitted		383							100 <th>#</th> <th>%</th> <th>#</th> <th>%</th>	#	%	#	%				
Legend																	
--- = No Data Reported For Fewer Than Five Students																	
All Students			380	1824	21	6	359	94	323	85	247	65	21.7	75	20.9	77	
Male			186	1791	16	9	170	91	154	83	105	56	20.9	72	19.8	73	
Female			194	1857	5	3	189	97	169	87	142	73	22.5	77	22.0	81	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino			147	1814	8	5	139	95	124	84	97	66	21.6	74	20.5	76	
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian			27	1883	2	7	25	93	25	93	22	81	22.9	79	23.2	86	
Black or African American			11	1714	4	36	7	64	4	36	4	36	17.3	60	16.2	60	
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
White			174	1832	6	3	168	97	150	86	110	63	21.9	76	21.2	78	
Two or More Races			21	1809	1	5	20	95	20	95	14	67	21.9	75	21.0	78	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged			Yes	50	1688	10	20	40	80	32	64	18	36	17.7	61	16.0	59
			No	330	1845	11	3	319	97	291	88	229	69	22.3	77	21.7	80
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants	380	1824	21	6	359	94	323	85	247	65	21.7	75	20.9	77
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant			Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---
			No	380	1824	21	6	359	94	323	85	247	65	21.7	75	20.9	77
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual (EB)			41	1693	7	17	34	83	26	63	12	29	17.8	61	16.5	61	
Monitored 1st Year (M1), reclassified from EB			26	1817	0	0	26	100	25	96	16	62	22.4	77	21.3	79	
Monitored 2nd Year (M2), reclassified from EB			10	1931	0	0	10	100	10	100	10	100	25.5	88	23.8	88	
Monitored 3rd Year (M3), reclassified from EB			1	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 4th Year (M4), reclassified from EB			1	---	---	---	---	---	---	---	---	---	---	---	---	---	
Former EB (Post Monitoring)			4	---	---	---	---	---	---	---	---	---	---	---	---	---	
Non-Emergent Bilingual (Non-EB)			297	1837	14	5	283	95	256	86	203	68	22.0	76	21.3	79	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants	380	1824	21	6	359	94	323	85	247	65	21.7	75	20.9	77
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL			Participants	40	1693	7	18	33	83	25	63	12	30	17.8	61	16.4	61
			Nonparticipants	340	1840	14	4	326	96	298	88	235	69	22.2	76	21.4	79
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education			Yes	23	1557	11	48	12	52	3	13	2	9	13.2	45	9.7	36
			No	357	1842	10	3	347	97	320	90	245	69	22.3	77	21.6	80
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504			Yes	40	1774	1	3	39	98	32	80	18	45	20.5	71	19.5	72
			No	340	1830	20	6	320	94	291	86	229	67	21.9	75	21.1	78
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented			Participants	79	1985	0	0	79	100	79	100	77	97	25.8	89	25.2	93
			Nonparticipants	301	1782	21	7	280	93	244	81	170	56	20.6	71	19.8	73
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk			Yes	99	1735	13	13	86	87	69	70	42	42	19.2	66	17.8	66
			No	281	1856	8	3	273	97	254	90	205	73	22.6	78	22.0	81
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report
Grade 7 Mathematics

District: 101-921 TOMBALL ISD
Campus: 044 CREEKSIDE PARK

Report Date: JULY 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							
		Probability and Numerical Representations				Computations and Algebraic Relationships				Geometry and Measurement				Data Analysis and Personal Financial Literacy							
		Number of Points Possible																			
		7			17		15		7												
Legend		Avg. # of Points / % Achieved																			
--- = No Data Reported For Fewer Than Five Students					#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
All Students			124	1738	45	36	79	64	32	26	3	2	3.5	50	7.0	41	6.6	44	3.9	55	
Male			52	1753	16	31	36	69	14	27	2	4	3.8	54	7.2	43	7.0	47	4.1	59	
Female			72	1726	29	40	43	60	18	25	1	1	3.3	47	6.9	40	6.3	42	3.7	53	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino			58	1728	25	43	33	57	12	21	1	2	3.3	48	7.0	41	6.2	41	3.7	53	
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Black or African American			6	1674	5	83	1	17	0	0	0	0	2.3	33	6.2	36	4.8	32	2.7	38	
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
White			52	1750	13	25	39	75	16	31	2	4	3.8	54	7.0	41	7.0	47	4.1	58	
Two or More Races			6	1794	1	17	5	83	4	67	0	0	4.2	60	7.7	45	8.7	58	4.8	69	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged			Yes	32	1690	20	63	12	38	3	9	0	0	3.1	44	5.8	34	5.1	34	3.5	50
			No	92	1754	25	27	67	73	29	32	3	3	3.6	52	7.4	44	7.1	48	4.0	57
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants	124	1738	45	36	79	64	32	26	3	2	3.5	50	7.0	41	6.6	44	3.9	55
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant			Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No	124	1738	45	36	79	64	32	26	3	2	3.5	50	7.0	41	6.6	44	3.9	55
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual (EB)			27	1714	12	44	15	56	4	15	0	0	3.3	47	6.6	39	5.9	40	3.6	51	
Monitored 1st Year (M1), reclassified from EB			7	1806	0	0	7	100	4	57	0	0	4.3	61	9.0	53	8.6	57	4.4	63	
Monitored 2nd Year (M2), reclassified from EB			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 3rd Year (M3), reclassified from EB			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 4th Year (M4), reclassified from EB			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Former EB (Post Monitoring)			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Non-Emergent Bilingual (Non-EB)			86	1737	32	37	54	63	22	26	3	3	3.5	50	7.0	41	6.5	43	3.9	56	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants	124	1738	45	36	79	64	32	26	3	2	3.5	50	7.0	41	6.6	44	3.9	55
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL			Participants	27	1714	12	44	15	56	4	15	0	0	3.3	47	6.6	39	5.9	40	3.6	51
			Nonparticipants	97	1744	33	34	64	66	28	29	3	3	3.6	51	7.1	42	6.8	45	3.9	56
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education			Yes	18	1659	15	83	3	17	0	0	0	0	2.4	35	5.3	31	4.4	30	2.8	40
			No	106	1751	30	28	76	72	32	30	3	3	3.7	52	7.3	43	7.0	46	4.0	58
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504			Yes	21	1751	6	29	15	71	7	33	1	5	3.5	50	7.5	44	6.9	46	4.0	57
			No	103	1735	39	38	64	62	25	24	2	2	3.5	50	6.9	41	6.5	44	3.8	55
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented			Participants	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants	122	1735	45	37	77	63	30	25	3	2	3.5	49	7.0	41	6.5	43	3.8	55
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk			Yes	53	1716	24	45	29	55	10	19	0	0	3.1	45	6.5	39	6.3	42	3.5	50
			No	71	1754	21	30	50	70	22	31	3	4	3.8	54	7.4	43	6.8	46	4.2	59
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

District: 101-921 TOMBALL ISD
Campus: 044 CREEKSIDE PARK

Grade 8 Reading Language Arts

Report Date: JULY 2025
Date of Testing: SPRING 2025

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category												
															1		
Number		Percent			Reading					Writing							
Students Tested					383	100											
Students Not Tested																	
Absent		1			0												
Other		0			0												
Total Documents Submitted			384	100													
Legend			Number of Points Possible														
--- = No Data Reported For Fewer Than Five Students			30					26									
			Avg. # of Points / % Achieved														
			#	%	#	%	#	%	#	%	#	%	#	%			
All Students			383	1862	10	3	373	97	348	91	278	73	22.5	75	20.4	78	
Male			208	1841	7	3	201	97	183	88	139	67	21.8	73	19.9	76	
Female			175	1888	3	2	172	98	165	94	139	79	23.3	78	21.0	81	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino			166	1838	8	5	158	95	144	87	113	68	21.8	73	19.5	75	
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian			32	1889	1	3	31	97	30	94	28	88	22.6	75	22.1	85	
Black or African American			10	1888	0	0	10	100	8	80	7	70	23.2	77	20.1	77	
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
White			159	1883	0	0	159	100	153	96	120	75	23.2	77	21.2	82	
Two or More Races			16	1836	1	6	15	94	13	81	10	63	21.6	72	19.1	74	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged			Yes	46	1801	3	7	43	93	38	83	27	59	20.5	68	18.3	70
			No	337	1871	7	2	330	98	310	92	251	74	22.7	76	20.7	80
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants	383	1862	10	3	373	97	348	91	278	73	22.5	75	20.4	78
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant			Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---
			No	383	1862	10	3	373	97	348	91	278	73	22.5	75	20.4	78
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual (EB)			47	1730	7	15	40	85	28	60	13	28	17.8	59	15.2	59	
Monitored 1st Year (M1), reclassified from EB			19	1834	0	0	19	100	19	100	15	79	22.4	75	19.7	76	
Monitored 2nd Year (M2), reclassified from EB			4	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 3rd Year (M3), reclassified from EB			3	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 4th Year (M4), reclassified from EB			3	---	---	---	---	---	---	---	---	---	---	---	---	---	
Former EB (Post Monitoring)			17	1935	0	0	17	100	17	100	15	88	24.2	81	23.1	89	
Non-Emergent Bilingual (Non-EB)			290	1878	3	1	287	99	274	94	225	78	23.0	77	21.1	81	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants	383	1862	10	3	373	97	348	91	278	73	22.5	75	20.4	78
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL			Participants	44	1727	7	16	37	84	25	57	12	27	17.5	58	15.2	58
			Nonparticipants	339	1880	3	1	336	99	323	95	266	78	23.1	77	21.1	81
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education			Yes	24	1724	4	17	20	83	14	58	7	29	17.7	59	14.9	57
			No	359	1872	6	2	353	98	334	93	271	75	22.8	76	20.8	80
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504			Yes	43	1834	0	0	43	100	41	95	29	67	22.2	74	19.7	76
			No	340	1866	10	3	330	97	307	90	249	73	22.5	75	20.5	79
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented			Participants	56	1973	0	0	56	100	56	100	53	95	25.4	85	23.6	91
			Nonparticipants	327	1843	10	3	317	97	292	89	225	69	22.0	73	19.9	76
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk			Yes	106	1789	8	8	98	92	81	76	51	48	20.2	67	17.5	67
			No	277	1890	2	1	275	99	267	96	227	82	23.4	78	21.5	83
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report Grade 8 Mathematics

District: 101-921 TOMBALL ISD
Campus: 044 CREEKSIDE PARK

Report Date: JULY 2025
Date of Testing: SPRING 2025

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category																
					1		2		3		4										
Numerical Representations and Relationships		Computations and Algebraic Relationships			Geometry and Measurement		Data Analysis and Personal Financial Literacy														
Number of Points Possible																					
3		17			20		8														
Avg. # of Points / % Achieved																					
#		%			#		%		#		%		#		%						
Students Tested			458	100	27	6	431	94	358	78	175	38	1.9	63	11.5	68	12.7	64	6.2	77	
Students Not Tested					17	7	235	93	199	79	92	37	1.9	65	11.3	66	12.6	63	6.2	77	
Absent			2	0	10	5	196	95	159	77	83	40	1.8	60	11.8	70	12.8	64	6.2	77	
Other			0	0																	
Total Documents Submitted			460	100																	
Legend																					
--- = No Data Reported For Fewer Than Five Students																					
All Students			458	1972	27	6	431	94	358	78	175	38	1.9	63	11.5	68	12.7	64	6.2	77	
Male			252	1968	17	7	235	93	199	79	92	37	1.9	65	11.3	66	12.6	63	6.2	77	
Female			206	1977	10	5	196	95	159	77	83	40	1.8	60	11.8	70	12.8	64	6.2	77	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino			184	1948	13	7	171	93	136	74	62	34	1.8	58	11.0	65	12.1	60	6.0	75	
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian			32	2049	1	3	31	97	30	94	21	66	2.2	74	12.8	75	14.9	75	6.8	85	
Black or African American			12	1995	1	8	11	92	8	67	5	42	1.8	61	10.9	64	13.3	66	6.3	78	
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
White			204	1981	9	4	195	96	166	81	77	38	2.0	65	11.8	70	12.9	65	6.3	78	
Two or More Races			26	1970	3	12	23	88	18	69	10	38	1.8	59	11.4	67	12.7	63	5.9	74	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged			Yes	58	1927	6	10	52	90	40	69	16	28	1.6	55	10.6	63	11.4	57	5.7	71
			No	400	1979	21	5	379	95	318	80	159	40	1.9	64	11.7	69	12.9	64	6.2	78
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants	458	1972	27	6	431	94	358	78	175	38	1.9	63	11.5	68	12.7	64	6.2	77
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant			Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No	458	1972	27	6	431	94	358	78	175	38	1.9	63	11.5	68	12.7	64	6.2	77
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual (EB)			57	1873	9	16	48	84	31	54	8	14	1.5	50	9.6	57	9.4	47	5.2	65	
Monitored 1st Year (M1), reclassified from EB			30	1944	0	0	30	100	24	80	10	33	1.9	63	10.8	64	12.0	60	6.2	77	
Monitored 2nd Year (M2), reclassified from EB			8	2029	0	0	8	100	7	88	6	75	1.9	63	13.5	79	15.3	76	6.3	78	
Monitored 3rd Year (M3), reclassified from EB			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year (M4), reclassified from EB			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB (Post Monitoring)			7	2064	0	0	7	100	7	100	4	57	2.3	76	13.6	80	15.1	76	7.3	91	
Non-Emergent Bilingual (Non-EB)			352	1987	18	5	334	95	286	81	145	41	1.9	64	11.8	69	13.2	66	6.3	79	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants	458	1972	27	6	431	94	358	78	175	38	1.9	63	11.5	68	12.7	64	6.2	77
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL			Participants	53	1874	9	17	44	83	29	55	8	15	1.5	52	9.5	56	9.5	48	5.1	64
			Nonparticipants	405	1985	18	4	387	96	329	81	167	41	1.9	64	11.8	69	13.1	66	6.3	79
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education			Yes	25	1867	5	20	20	80	8	32	5	20	1.5	49	9.2	54	9.4	47	4.5	57
			No	433	1978	22	5	411	95	350	81	170	39	1.9	63	11.7	69	12.9	64	6.3	78
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504			Yes	50	1939	3	6	47	94	32	64	13	26	1.8	59	10.6	62	11.7	58	6.1	76
			No	408	1976	24	6	384	94	326	80	162	40	1.9	63	11.6	68	12.8	64	6.2	77
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented			Participants	63	2116	0	0	63	100	63	100	52	83	2.2	75	14.4	85	16.9	85	7.3	91
			Nonparticipants	395	1949	27	7	368	93	295	75	123	31	1.8	61	11.1	65	12.0	60	6.0	75
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk			Yes	132	1898	13	10	119	90	82	62	28	21	1.6	54	10.2	60	10.3	52	5.5	69
			No	326	2002	14	4	312	96	276	85	147	45	2.0	66	12.1	71	13.7	68	6.4	81
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report
Grade 8 Social Studies

District: 101-921 TOMBALL ISD
Campus: 044 CREEKSIDE PARK

Report Date: JULY 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										
Students Tested	384	100			History		Geography and Culture		Government and Citizenship		Economics, Science, Technology, and Society								
Students Not Tested					Number of Points Possible														
Absent	0	0			19		10		13		7								
Other	0	0			Avg. # of Points / % Achieved														
Total Documents Submitted	384	100 <th>#</th> <th>%</th> <th>#</th> <th>%</th> <th>#</th> <th>%</th> <th>#</th> <th>%</th>			#	%	#	%	#	%	#	%							
Legend																			
--- = No Data Reported For Fewer Than Five Students					#	%	#	%	#	%	#	%	#	%	#	%	#	%	
All Students	384	4239	53	14	331	86	251	65	154	40	13.7	72	7.2	72	6.8	52	4.5	64	
Male	208	4261	25	12	183	88	144	69	84	40	13.9	73	7.2	72	6.8	52	4.6	66	
Female	176	4213	28	16	148	84	107	61	70	40	13.5	71	7.2	72	6.8	52	4.3	62	
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino	167	4136	30	18	137	82	100	60	53	32	13.0	69	7.0	70	6.4	49	4.2	60	
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian	32	4449	1	3	31	97	24	75	19	59	15.3	80	7.7	77	7.1	55	4.8	69	
Black or African American	10	4315	2	20	8	80	6	60	3	30	13.5	71	7.1	71	7.3	56	4.2	60	
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
White	159	4305	18	11	141	89	111	70	73	46	14.1	74	7.4	74	7.1	55	4.7	68	
Two or More Races	16	4197	2	13	14	88	10	63	6	38	14.2	75	6.3	63	6.5	50	4.4	63	
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged	Yes	46	4033	11	24	35	76	23	50	8	17	12.2	64	6.4	64	6.1	47	3.9	56
	No	338	4267	42	12	296	88	228	67	146	43	13.9	73	7.3	73	6.9	53	4.5	65
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	384	4239	53	14	331	86	251	65	154	40	13.7	72	7.2	72	6.8	52	4.5	64
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	384	4239	53	14	331	86	251	65	154	40	13.7	72	7.2	72	6.8	52	4.5	64
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual (EB)		47	3737	18	38	29	62	16	34	3	6	10.6	56	5.8	58	4.4	34	3.3	48
Monitored 1st Year (M1), reclassified from EB		19	4162	0	0	19	100	9	47	5	26	13.3	70	7.6	76	6.1	47	4.3	61
Monitored 2nd Year (M2), reclassified from EB		4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year (M3), reclassified from EB		3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year (M4), reclassified from EB		3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB (Post Monitoring)		18	4619	0	0	18	100	17	94	12	67	16.6	87	8.2	82	8.7	67	4.8	69
Non-Emergent Bilingual (Non-EB)		290	4290	35	12	255	88	199	69	128	44	14.0	74	7.3	73	7.0	54	4.6	66
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	384	4239	53	14	331	86	251	65	154	40	13.7	72	7.2	72	6.8	52	4.5	64
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	Participants	44	3719	18	41	26	59	14	32	3	7	10.4	55	5.7	57	4.5	34	3.2	46
	Nonparticipants	340	4306	35	10	305	90	237	70	151	44	14.1	74	7.4	74	7.1	54	4.6	66
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	Yes	24	3696	15	63	9	38	7	29	5	21	10.0	53	5.2	52	4.4	34	3.0	43
	No	360	4275	38	11	322	89	244	68	149	41	14.0	73	7.3	73	6.9	53	4.6	65
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504	Yes	43	4083	7	16	36	84	23	53	13	30	13.1	69	6.5	65	6.0	46	4.2	60
	No	341	4259	46	13	295	87	228	67	141	41	13.8	73	7.3	73	6.9	53	4.5	64
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	Participants	57	4812	0	0	57	100	54	95	45	79	16.6	87	8.4	84	9.1	70	5.9	84
	Nonparticipants	327	4139	53	16	274	84	197	60	109	33	13.2	70	7.0	70	6.4	49	4.2	60
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	Yes	106	3893	30	28	76	72	46	43	18	17	11.5	61	6.3	63	5.2	40	3.7	53
	No	278	4371	23	8	255	92	205	74	136	49	14.5	77	7.5	75	7.4	57	4.8	68
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 8 Science

District: 101-921 TOMBALL ISD
Campus: 044 CREEKSIDE PARK

Report Date: JULY 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											
Students Tested	383	100			Matter and Energy		Force, Motion, and Energy		Earth and Space		Organisms and Environments									
Students Not Tested					Number of Points Possible															
Absent	1	0			11		11		12		12									
Other	0	0			Avg. # of Points / % Achieved															
Total Documents Submitted	384	100 <th>#</th> <th>%</th> <th>#</th> <th>%</th> <th>#</th> <th>%</th> <th>#</th> <th>%</th> <th>#</th> <th>%</th> <th>#</th> <th>%</th> <th>#</th> <th>%</th>			#	%	#	%	#	%	#	%	#	%	#	%	#	%		
Legend																				
--- = No Data Reported For Fewer Than Five Students																				
All Students	383	4566	22	6	361	94	309	81	185	48	7.8	71	6.6	60	9.2	77	8.7	73		
Male	207	4610	13	6	194	94	171	83	108	52	7.8	70	7.1	64	9.3	78	8.7	73		
Female	176	4515	9	5	167	95	138	78	77	44	7.9	71	6.1	55	9.0	75	8.7	73		
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Hispanic/Latino	167	4456	13	8	154	92	131	78	69	41	7.5	68	6.2	57	9.0	75	8.4	70		
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Asian	32	4809	1	3	31	97	29	91	22	69	8.6	78	7.3	67	9.8	82	9.3	77		
Black or African American	10	4590	1	10	9	90	8	80	5	50	7.9	72	7.1	65	9.6	80	8.1	68		
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
White	159	4642	4	3	155	97	130	82	81	51	8.1	73	6.9	62	9.2	77	9.0	75		
Two or More Races	15	4461	3	20	12	80	11	73	8	53	6.6	60	6.2	56	9.1	76	8.7	73		
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Economically Disadvantaged	Yes	46	4313	5	11	41	89	32	70	13	28	6.8	61	5.8	53	8.6	72	7.9	66	
	No	337	4601	17	5	320	95	277	82	172	51	7.9	72	6.7	61	9.3	77	8.8	74	
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Title I, Part A	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
	Nonparticipants	383	4566	22	6	361	94	309	81	185	48	7.8	71	6.6	60	9.2	77	8.7	73	
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Migrant	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
	No	383	4566	22	6	361	94	309	81	185	48	7.8	71	6.6	60	9.2	77	8.7	73	
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Identified as Emergent Bilingual (EB)		47	4043	9	19	38	81	31	66	5	11	6.2	56	5.2	47	7.8	65	6.8	56	
Monitored 1st Year (M1), reclassified from EB		19	4507	1	5	18	95	14	74	10	53	7.8	71	5.9	54	9.4	78	8.8	74	
Monitored 2nd Year (M2), reclassified from EB		4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 3rd Year (M3), reclassified from EB		3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 4th Year (M4), reclassified from EB		3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Former EB (Post Monitoring)		18	5025	0	0	18	100	18	100	14	78	9.5	86	8.2	75	10.5	88	9.6	80	
Non-Emergent Bilingual (Non-EB)		289	4613	12	4	277	96	236	82	148	51	7.9	72	6.7	61	9.3	77	8.9	74	
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Bilingual	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
	Nonparticipants	383	4566	22	6	361	94	309	81	185	48	7.8	71	6.6	60	9.2	77	8.7	73	
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
ESL	Participants	44	4036	9	20	35	80	29	66	5	11	6.2	56	5.1	46	7.8	65	6.7	55	
	Nonparticipants	339	4635	13	4	326	96	280	83	180	53	8.0	73	6.8	62	9.4	78	9.0	75	
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Special Education	Yes	24	3879	7	29	17	71	8	33	4	17	5.5	50	4.5	41	6.6	55	6.2	51	
	No	359	4612	15	4	344	96	301	84	181	50	8.0	72	6.7	61	9.4	78	8.9	74	
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Section 504	Yes	43	4336	1	2	42	98	31	72	16	37	7.1	64	5.9	54	8.3	69	8.7	72	
	No	340	4595	21	6	319	94	278	82	169	50	7.9	72	6.7	61	9.3	77	8.7	73	
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Gifted/Talented	Participants	57	5309	0	0	57	100	57	100	51	89	10.1	91	8.7	79	10.9	90	10.2	85	
	Nonparticipants	326	4436	22	7	304	93	252	77	134	41	7.4	67	6.2	57	8.9	74	8.5	71	
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
At-Risk	Yes	106	4176	15	14	91	86	66	62	26	25	6.5	59	5.3	48	8.2	68	7.5	63	
	No	277	4716	7	3	270	97	243	88	159	57	8.3	75	7.1	65	9.6	80	9.2	76	
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report
Algebra I
All Students

District: 101-921 TOMBALL ISD
Campus: 044 CREEKSIDE PARK

Report Date: SPRING 2025
Date of Testing: SPRING 2025

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet	Approaches	Meets	Masters	Results for Each Reporting Category												
									1		2		3		4		5				
Number	Percent	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 Tested	180	100																			
Students Not Tested																					
Absent	0	0																			
Other	0	0																			
Total Documents Submitted	180	100																			
Legend																					
--- = No Data Reported For Fewer Than Five Students																					
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%			
All Students	180	5122	0	0	180	100	180	100	176	98	10.3	86	11.7	90	12.8	85	11.1	93	6.7	95	
Male	89	5107	0	0	89	100	89	100	87	98	10.1	84	11.6	89	12.8	86	11.1	92	6.6	95	
Female	91	5137	0	0	91	100	91	100	89	98	10.5	87	11.7	90	12.8	85	11.1	93	6.7	95	
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino	75	5040	0	0	75	100	75	100	73	97	10.0	83	11.7	90	12.4	83	11.1	93	6.7	95	
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian	25	5260	0	0	25	100	25	100	24	96	10.5	87	11.4	88	13.5	90	11.1	93	6.5	93	
Black or African American	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
White	73	5138	0	0	73	100	73	100	72	99	10.5	87	11.8	91	12.9	86	11.1	92	6.7	95	
Two or More Races	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged	Yes	7	5385	0	0	7	100	7	100	7	100	10.9	90	12.3	95	13.9	92	11.4	95	6.9	98
	No	173	5111	0	0	173	100	173	100	169	98	10.3	86	11.7	90	12.8	85	11.1	92	6.6	95
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	180	5122	0	0	180	100	180	100	176	98	10.3	86	11.7	90	12.8	85	11.1	93	6.7	95
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	180	5122	0	0	180	100	180	100	176	98	10.3	86	11.7	90	12.8	85	11.1	93	6.7	95
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual (EB)	5	5207	0	0	5	100	5	100	5	100	10.0	83	12.8	98	12.4	83	10.6	88	6.8	97	
Monitored 1st Year (M1), reclassified from EB	8	5161	0	0	8	100	8	100	8	100	10.9	91	11.9	91	12.8	85	11.8	98	6.8	96	
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)	13	5246	0	0	13	100	13	100	13	100	10.7	89	12.7	98	12.8	86	11.2	94	6.8	98	
Non-Emergent Bilingual (Non-EB)	146	5102	0	0	146	100	146	100	142	97	10.2	85	11.5	89	12.8	85	11.1	92	6.6	95	
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Bilingual	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	180	5122	0	0	180	100	180	100	176	98	10.3	86	11.7	90	12.8	85	11.1	93	6.7	95
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	Participants	5	5207	0	0	5	100	5	100	5	100	10.0	83	12.8	98	12.4	83	10.6	88	6.8	97
	Nonparticipants	175	5120	0	0	175	100	175	100	171	98	10.3	86	11.7	90	12.8	86	11.1	93	6.7	95
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	Yes	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	178	5119	0	0	178	100	178	100	174	98	10.3	86	11.7	90	12.8	85	11.1	92	6.7	95
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504	Yes	12	4928	0	0	12	100	12	100	12	100	9.6	80	10.9	84	12.9	86	11.2	93	6.6	94
	No	168	5136	0	0	168	100	168	100	164	98	10.3	86	11.7	90	12.8	85	11.1	92	6.7	95
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	Participants	71	5323	0	0	71	100	71	100	71	100	10.8	90	12.1	93	13.5	90	11.4	95	6.8	98
	Nonparticipants	109	4991	0	0	109	100	109	100	105	96	10.0	83	11.4	88	12.4	83	10.9	91	6.5	93
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	Yes	22	5147	0	0	22	100	22	100	22	100	10.2	85	12.0	92	12.5	84	11.3	94	6.7	95
	No	158	5118	0	0	158	100	158	100	154	97	10.3	86	11.7	90	12.9	86	11.1	92	6.7	95
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Attendance

Tomball ISD	PIA - Cumulative
	2024-2025
All Students	95.7
Ethnicity	
Hispanic/Latino	95.5
American Indian or Alaska Native	96.4
Asian	96.9
Black or African American	95.4
Native Hawaiian or Other Pacific Islander	
White	95.7
Two or More Races	95.7
Gender	
Male	95.8
Female	95.6
Grade	
6th	96.2
7th	95.1
8th	95.6
Special Population	
At Risk	95.1
Early Reading Indicator	
Economic Disadvantage	94.4
Emergent Bilingual	95.0
Foster Care	
Gifted and Talented	97.0
Homeless Status	
Migrant	
Military Connected	94.3
RDSPD	
Section 504	94.7
Special Education	94.2
Transfer in Students	96.9
Unaccompanied Youth	

Discipline

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

Discipline	PEIMS Code	Descriptor
Drugs	36	Felony Controlled Substance Violation – TEC §37.007(a)(3)
Assaults	29	Aggravated Assault Under Penal Code §22.02 Against a school district employee or volunteer – TEC §37.007(d)
	30	Aggravated Assault Under Penal Code §22.02 Against someone other than a school district employee or volunteer – TEC §37.007 (a)(2)(A)
	31	Sexual Assault Under Penal Code §22.011 Or Aggravated Sexual Assault Under Penal Code §22.021 Against a school district employee or volunteer – TEC §37.007(d)
	32	Sexual Assault Under Penal Code §22.011 Or Aggravated Sexual Assault Under Penal Code §22.021 Against someone other than a school district employee or volunteer – TEC §37.007(a)(2)(A)
Weapons	11	Brought a Firearm to School – TEC 37.007(e) or Unlawful Carrying of a Handgun under Penal Code 46.02 – TEC 37.007(a)(1)
	12	Unlawful Carrying of a Location-Restricted Knife under Penal Code 46.02 – TEC 37.007(a)(1) (Location-Restricted knife - longer than 5.5 inches)
	14	Conduct Containing the Elements of an Offense Relating to Prohibited Weapons Under Penal Code 46.05 – TEC 37.007(a)(1)
Arson	16	Arson TEC 37.007(a)(2)(B)
Death / Deadly Conduct	17	Murder, Capital Murder, Criminal Attempt to Commit Murder or Capital Murder TEC 37.007(a)(2)(C)
	47	Manslaughter TEC 37.007(a)(2)(G)
	48	Criminally Negligent Homicide TEC 37.007 (a)(2)(H)
Child Abuse	18	Indecency with a Child TE C37.007(a)(2)(D)
	57	Continuous Sexual Abuse of a Young Child or Disabled Individual Under Penal Code 21.02 (TEC 37.007(a)(2)(I))
Kidnaping	19	Aggravated Kidnapping TEC 37.007(a)(2)(E)
Robbery	46	Aggravated Robbery TEC 37.007(a)(2)(F); 37.007(C)-(D)
Other Serious Misbehavior	59	<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	Bullying TEC 37.0052(b)

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

Year	Enrollment	Discipline Code																Total
		11	12	14	16	17	18	19	29	30	31	32	36	46	47	48	57	
2024-2025	1,241	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2023-2024	1,216	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2022-2023	1,199	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

Creekside Park JH	Number of Students		ISS Actions		ISS Students		ISS Percent		OSS Actions		OSS Students		OSS Percent		DAEP Actions		DAEP Students		DAEP Percent		JJAEP Actions		JJAEP Students		JJAEP Percent		Total Actions		Total Students		Total Percent	
All	1238	218	103	8.32%	38	23	1.86%	7	7	0.57%	0	0	0.00%	0	0	0.00%	263	108	8.72%													
Asian	105	3	2	1.90%	1	1	0.95%	0	0	0.00%	0	0	0.00%	0	0	0.00%	4	3	2.86%													
Black or African American	42	10	7	16.67%	4	3	7.14%	1	1	2.38%	0	0	0.00%	0	0	0.00%	15	7	16.67%													
Hispanic/Latino	514	115	57	11.09%	13	7	1.36%	2	2	0.39%	0	0	0.00%	0	0	0.00%	130	59	11.48%													
American Indian or Alaska Native	2	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%													
Two or More Races	49	18	6	12.24%	4	1	2.04%	1	1	2.04%	0	0	0.00%	0	0	0.00%	23	6	12.24%													
White	526	72	31	5.89%	16	11	2.09%	3	3	0.57%	0	0	0.00%	0	0	0.00%	91	33	6.27%													
Female	606	33	24	3.96%	8	4	0.66%	1	1	0.17%	0	0	0.00%	0	0	0.00%	42	25	4.13%													
Male	632	185	79	12.50%	30	19	3.01%	6	6	0.95%	0	0	0.00%	0	0	0.00%	221	83	13.13%													
Special Education - Summer	93	22	11	11.83%	9	3	3.23%	2	2	2.15%	0	0	0.00%	0	0	0.00%	33	11	11.83%													
Economic Disadvantage - Fall	148	71	25	16.89%	18	8	5.41%	5	5	3.38%	0	0	0.00%	0	0	0.00%	94	27	18.24%													
Economic Disadvantage - Summer	158	78	28	17.72%	20	9	5.70%	5	5	3.16%	0	0	0.00%	0	0	0.00%	103	30	18.99%													
At Risk - Fall	343	113	48	13.99%	27	14	4.08%	6	6	1.75%	0	0	0.00%	0	0	0.00%	146	52	15.16%													
Bilingual - Fall	0	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%													
ESL - Fall	121	42	19	15.70%	8	3	2.48%	1	1	0.83%	0	0	0.00%	0	0	0.00%	51	20	16.53%													
CTE Attendance - Summer	673	132	63	9.36%	20	16	2.38%	3	3	0.45%	0	0	0.00%	0	0	0.00%	155	67	9.96%													
Section 504 - Summer	140	27	14	10.00%	5	3	2.14%	1	1	0.71%	0	0	0.00%	0	0	0.00%	33	15	10.71%													

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>Increase the percentage of 7th Grade Math students achieving MASTERS level from 6% to 18%</i>			
Strategies	Differentiated Small Group, High-Yield Instructional Practices, Spiral Reviews, Data Driven Instruction, Feedback and Coaching, Student Ownership of Learning, Enrichment Opportunities, Professional Development			
Actions	Responsible	Timeline	Resource(s)	Evaluation
<i>Utilize formative assessments to identify learning gaps and adjust instruction in real time</i>	<i>7th grade math teachers, specialists, admin in PLC and planning</i>	<i>August 2025-May 2026</i>	<i>Assessments, Data</i>	<i>CFAs, DBAs, DIAs</i>
<i>Implement targeted Cougar Den interventions for students performing below grade level and on grade level</i>	<i>7th grade math teachers, specialists, admin in PLC and planning</i>	<i>August 2025-May 2026</i>	<i>Data</i>	<i>CFAs, DBAs, DIAs</i>
<i>Provide ongoing professional development for 7th grade math teachers on higher-order thinking and TEKS-aligned instruction</i>	<i>7th grade math teachers, specialists, admin in PLC and planning</i>	<i>August 2025-May 2026</i>	<i>Specialists</i>	<i>CFAs, DBAs, DIAs</i>
<i>Implement weekly Math PLCs focused on the 4 PLC Questions</i>	<i>7th grade math teachers, specialists, admin in PLC and planning</i>	<i>August 2025-May 2026</i>	<i>Solution Tree PLC Institute</i>	<i>PLC Agendas</i>
<i>Implement Delta Math and iReady to support math growth</i>	<i>7th grade math teachers, specialists, admin in PLC and planning</i>	<i>August 2025-May 2026</i>	<i>Learning Platform</i>	<i>CFAs, DBAs, DIAs</i>

Goal 2	Increase the MASTERS level percentage of students taking the 8th grade Math STAAR from 39% to to 55%			
Strategies	Differentiated Small Group, High-Yield Instructional Practices, Spiral Reviews, Data Driven Instruction, Feedback and Coaching, Student Ownership of Learning, Enrichment Opportunities			
Actions	Responsible	Timeline	Resource(s)	Evaluation
Implement weekly Math PLCs focused on the 4 PLC Questions	8th grade math teachers, specialists, admin in PLC and planning	August 2025-May 2026	Solution Tree PLC Institute	PLC Agendas
Implement targeted Cougar Den interventions for students performing below grade level and on grade level	8th grade math teachers, specialists, admin in PLC and planning	August 2025-May 2026	Data	CFAs, DBAs, DIAs
Strengthen differentiation and enrichment strategies to challenge students	8th grade math teachers, specialists, admin in PLC and planning	August 2025-May 2026	Professional development, specialists, lesson plans, curriculum guides, pacing charts, PLC agendas	lesson plans, PLC agendas, CFAs, DBAs, DIAs
Monitor progress using assessments aligned to STAAR standards	8th grade math teachers, specialists, admin in PLC and planning	August 2025-May 2026	Data Tracker	lesson plans, PLC agendas, CFAs, DBAs, DIAs

Goal 3	Percentage of 8th grade students who both participate in Algebra I (or higher-level math such as Geometry) and achieve Meets Grade Level performance will increase from 40% (158 of 393 students) to at least 50% (190 of ~380 students), moving toward the Q1 accountability floor of 59–60%.			
Strategies	Differentiated Small Group, High-Yield Instructional Practices, Spiral Reviews, Data Driven Instruction, Feedback and Coaching, Student Ownership of Learning, Enrichment Opportunities			
Actions	Responsible	Timeline	Resource(s)	Evaluation
Implement weekly Math PLCs focused on the 4 PLC Questions	8th grade math teachers, specialists, admin in PLC and planning	August 2025-May 2026	Solution Tree PLC Institute	PLC Agendas
Implement targeted Cougar Den interventions for students performing below grade level and on grade level	8th grade math teachers, specialists, admin in PLC and planning	August 2025-May 2026	Data	CFAs, DBAs, DIAs
Provide tutoring for struggling students	8th grade math teachers, specialists, admin in PLC and planning	August 2025-May 2026	Data	Student Growth

Monitor progress using assessments aligned to STAAR standards	8th grade math teachers, specialists, admin in PLC and planning	August 2025-May 2026	Data	Benchmark results, data meeting notes, student goal sheets
Align curriculum vertically between 7th, Algebra I, and Geometry to ensure readiness.	Math Department, Curriculum Specialists	August 2025-May 2026	District curriculum guides, pacing calendars, STAAR resources	Alignment documents, walkthroughs, assessment results

Goal 4	Increase the percentage of 8th grade Social Studies students achieving MASTERS from 41% to 60%			
Strategies	Differentiated Small Group, High-Yield Instructional Practices, Spiral Reviews, Data Driven Instruction, Feedback and Coaching, Student Ownership of Learning, Enrichment Opportunities			
Actions	Responsible	Timeline	Resource(s)	Evaluation
Align instruction with TEKS and STAAR-tested skills while incorporating inquiry, primary source analysis, and critical thinking to boost mastery-level understanding	8th Grade Teachers, Academic Specialist, GT Specialist	August 2025-May 2026	TEKS curriculum guides, STAAR released items, primary source documents, instructional materials, textbooks, digital resources (e.g., historical databases, interactive maps).	Review of lesson plans, classroom observations, student work samples, and formative assessment results.
Use small-group instruction and tutoring to provide enrichment for students approaching mastery and remediation for those below grade level	8th Grade Teachers, Academic Specialist, GT Specialist	August 2025-May 2026	Small-group lesson plans, intervention guides, tutoring materials, manipulatives, instructional technology, progress monitoring tools.	Review of lesson plans, classroom observations, student work samples, and formative assessment results.
Conduct regular assessments and use benchmark data to identify gaps, monitor growth, and adjust instruction toward maste	8th Grade Teachers, Academic Specialist, GT Specialist	August 2025-May 2026	Benchmark assessments, formative assessment tools, data tracking software, spreadsheets or data dashboards, assessment rubrics.	Analysis of benchmark and formative assessment data, documentation of instructional adjustments, and tracking growth toward mastery-level goals.

<i>Provide professional development and grade-level collaboration focused on strategies to move students from Meets to Masters</i>	<i>8th Grade Teachers, Academic Specialist, GT Specialist, Admin</i>	<i>August 2025-May 2026</i>	<i>PD materials, research-based instructional strategy guides, collaboration time, instructional coaching support, online modules or webinars.</i>	<i>Teacher feedback on PD effectiveness, observation of strategy implementation, review of lesson plans, and student performance improvements.</i>
<i>Use project-based learning, debates, and interactive lessons to deepen understanding while celebrating mastery to motivate gro</i>	<i>8th Grade Teachers, Academic Specialist, GT Specialist</i>	<i>August 2025-May 2026</i>	<i>Project templates, debate prompts, interactive lesson plans, digital presentation tools, classroom supplies</i>	<i>Quality and completion of student projects, participation in debates/interactive activities, mastery-level achievement rates, and student reflection/feedback surveys.</i>

Goal 5	<i>Renew PLC at Work implementation and be positioned for PLC Model School recognition 2026</i>			
Strategies	Communication, Professional Development, Monitoring and Adjusting, Differentiation, Goal Setting			
Actions	Responsible	Timeline	Resource(s)	Evaluation
<i>Hold regular PLC meetings focused on student learning and data</i>	<i>Admin, Dept Chairs, Team Leaders, Academic Specialist, GT Specialist</i>	<i>August 2025-May 2026</i>	<i>Meeting calendar, agendas, planning templates</i>	<i>Attendance, meeting logs, completed agendas</i>
<i>Train staff on PLC processes and protocols</i>	<i>Admin, Dept Chairs, Team Leaders, Academic Specialist, GT Specialist</i>	<i>August 2025-May 2026</i>	<i>PLC at Work guides, training materials</i>	<i>PD attendance, post-training surveys</i>
<i>Use data to identify gaps and plan interventions</i>	<i>Admin, Dept Chairs, Team Leaders, Academic Specialist, GT Specialist</i>	<i>August 2025-May 2026</i>	<i>Assessment data, tracking tools</i>	<i>Student progress monitoring, action plans</i>
<i>Monitor and document PLC implementation</i>	<i>Admin, Dept Chairs, Team Leaders, Academic Specialist, GT Specialist</i>	<i>August 2025-May 2026</i>	<i>Observation checklists, PLC artifacts</i>	<i>Walkthrough notes, implementation audits</i>
<i>Celebrate PLC successes and progress toward Model School recognition</i>	<i>Admin, Dept Chairs, Team Leaders, Academic Specialist, GT Specialist</i>	<i>August 2025-May 2026</i>	<i>Recognition events, newsletters</i>	<i>Teacher feedback, documented progress toward Model School</i>

Goal 6	<i>85% of students will consistently implement Cougar Pride behaviors</i>			
Strategies	Knowledge of Students, Communication, Behavior Management, Engagement, Professional Development, Routines and Procedures, Alignment			
Actions	Responsible	Timeline	Resource(s)	Evaluation
<i>Teach and model Cougar Pride behaviors in classrooms and common areas</i>	<i>All Staff</i>	<i>August 2025-May 2026</i>	<i>Behavior expectations chart, lesson plans, visual reminders, posters</i>	<i>Classroom observations, behavior tracking sheets, anecdotal notes</i>
<i>Recognize and celebrate students demonstrating Cougar Pride</i>	<i>All Staff</i>	<i>August 2025-May 2026</i>	<i>Certificates, Cougar Pride tickets, announcements, bulletin boards</i>	<i>Tracking of recognition data, student participation records</i>
<i>Reinforce behaviors through positive feedback and coaching</i>	<i>All Staff</i>	<i>August 2025-May 2026</i>	<i>Verbal praise scripts, Cougar Pride points/tickets, behavior reflection sheets</i>	<i>Observation logs, teacher reflections, student self-assessments</i>
<i>Monitor and address inconsistent behaviors</i>	<i>All Staff</i>	<i>August 2025-May 2026</i>	<i>Behavior tracking system, parent communication templates, counseling resources</i>	<i>Behavior incident reports, reduction in repeated infractions, progress monitoring data</i>
<i>Encourage student ownership of Cougar Pride</i>	<i>All Staff</i>	<i>August 2025-May 2026</i>	<i>Peer mentoring programs, student council support, classroom responsibilities</i>	<i>Student reflections, peer feedback, surveys, participation in initiatives</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.



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: 9/18/2025

Summary of Needs:

Professional development will focus on strengthening math differentiation and intervention, enhancing the PLC model, and developing peer leadership. Staff will engage in targeted PLC-centered training to refine intervention plans that address remediation, extension, and enrichment. Additionally, staff will provide professional development and guidance to support students in learning how to model and teach Cougar PRIDE values to their peers, fostering a positive and consistent school culture.

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	The District shall follow the policies of the Tomball ISD Board of Education CKE in relation to the duties of Peace Officers and School Resource Officers. The Board approves the duties of Peace Officers and School Resource Officers through an annual Memorandum of Understanding and those duties are detailed as: 1. Abide by school board policies and shall consult with and coordinate activities through the school principal but shall remain fully responsive to the chain of command of the law enforcement agency in all matters relating to employment and supervision. 2. Encourage individual and small group discussions about law enforcement related matters with students, faculty, and parents. 3. Refrain completely from functioning as a school disciplinarian. The School Resource Officer is not to be involved in the enforcement of disciplinary infractions that do not constitute violations of the law. 4. Confer with the principal to develop plans and strategies to prevent and/or minimize dangerous situations on or near the campus or involving students at school-related activities.

		5. Abide by school board 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. 6. Give assistance to officers in matters regarding the duties of SROs whenever necessary. 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.) 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.
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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	Each district and open-enrollment charter school may choose how to apply their approved Staff Development Minutes Waiver. For instance, schools may choose to offer early release, late start, all day staff development, or a combination. However, the total waiver minutes for staff development shall not exceed 2,100 minutes per year. This waiver is for staff development in place of student instruction; therefore, the waiver minutes are only applicable to staff development provided instead of student instruction during the school year. Effective with the 2019-2020 school year, the Staff Development Minutes Waiver may not be used prior to the first day of student instruction or after the last day of student instruction.

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

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

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