



Not just a district, a destination.



TOMBALL

INDEPENDENT SCHOOL DISTRICT

DISTRICT IMPROVEMENT PLAN

2025-2026

District Name	Tomball Independent School District
TEA District ID	101-921
Superintendent	Martha Salazar-Zamora, Ed.D.
Date of Board Approval	October 14, 2025



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

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Table of Contents

Table of Contents.....	3
Tomball ISD Non-Discrimination Policies.....	5
Legal Notice.....	6
Federal Funds.....	11
Vision, Mission, Goals, and Objectives.....	13
District Profile.....	16
Accreditation.....	16
Community.....	16
Instructional Programs.....	16
Demographics.....	19
Students.....	19
Staff.....	24
Districtwide Educational Improvement Council (DEIC).....	25
Data Analysis and Comprehensive Needs Assessment.....	27
Sample Integrated Data Sources.....	27
Effective Schools Framework (ESF).....	28
ESF Theory of Action.....	28
ESF Levers.....	29
Accountability Summary and Performance Data.....	30
State A-F Accountability.....	30
STAAR Results.....	32
Graduation.....	67
CCMR Class of 2024.....	68
Attendance.....	69
Discipline.....	70
Special Programs.....	72
Results Driven Accountability.....	72
Special Education.....	73
State Performance Plan for Special Education.....	73
Special Education Outcomes.....	75
Allotment for Student With Dyslexia or Related Disorder.....	77
District Funding and Estimated Expenditures.....	78
At-Risk.....	79
State Compensatory Education (SCE) Plan.....	79
Purpose.....	79
At-Risk Student Indicators.....	80
At-Risk Criteria Percentages 2024-2025.....	81
SCE District Funding and Estimated Expenditures.....	82
State Compensatory Education (SCE) Assignments.....	83

At-Risk Student Outcomes.....	84
SCE Dropout Prevention.....	87
Emergent Bilingual: Bilingual Education and English as a Second Language.....	90
Emergent Bilingual Program Participation.....	90
Emergent Bilingual Outcomes.....	91
Bilingual Education Allotment (BEA) - State Funds.....	94
District Funding and Estimated Expenditures.....	94
ESSA Title I, Part A - Improving Basic Programs.....	95
ESSA & Perkins Strategic Priority Alignment.....	100
Strategic Priority I: Recruit, Support, and Retain Teachers and Principals.....	101
Strategic Priority II: Build a Foundation in Reading and Math.....	103
Strategic Priority III: Connect High School to Career and College.....	106
Strategic Priority IV: Improving Low-Performing Schools.....	108
ESSA 1116: Parent & Family Engagement Goal.....	108
Districtwide Reform Strategies and SMART Goals.....	109
Goal 1 Foundational Literacy.....	109
Goal 2 RLA: Primary to Intermediate Transition.....	111
Goal 3 RLA: Extended Constructed Response Grades 3-6.....	112
Goal 4 ELA: Extended Constructed Response (ECR) Grades 7-10.....	113
Goal 5 Reading (Emergent Bilingual).....	115
Goal 6 TELPAS (Emergent Bilingual).....	116
Goal 7 SAT.....	117
Goal 8 Math.....	118
Goal 9 Science.....	119
Goal 10 Social Studies.....	120
Goal 11 Social Studies: RDA Improvement.....	121
Goal 12 School Climate.....	122
Staff Development Needs.....	125
Assurances.....	131
Waivers.....	133
District of Innovation.....	134

Tomball ISD Non-Discrimination Policies

General Policies

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

Tomball ISD Board Policy FFH (LOCAL)

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

Tomball ISD Board Policy DIA (LOCAL)

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

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

Vocational Programs

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

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

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

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

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

Legal Notice

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

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

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

Texas Education Code 11.251(a)

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

Texas Education Code 11.251(b)

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

BQ(LOCAL)

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

Texas Education Code 11.253(c)

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

Texas Education Code 11.251(f)

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

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

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

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

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

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

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

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

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

Texas Education Code 11.252(a)

The district improvement plan must include provisions for:

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

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

Texas Education Code 11.252(a)

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

Texas Education Code 37.083(a)

12. A dating violence policy that must:
 - a. Include a definition of dating violence that includes the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship, as defined by Family Code 71.0021; and
 - b. a clear statement that dating violence is not tolerated at school; and
 - c. reporting procedures and guidelines for students who are victims of dating violence, including a procedure for immediately notifying the parent or guardian of a student about a report received by the district identifying the student as an alleged victim or perpetrator of dating violence; and
 - d. Address safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators, counseling for affected students, and awareness education for students and parents.

Texas Education Code 37.0831 [See FFH]

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

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

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

Texas Education Code 38.0041

A district's plan for the improvement of student performance is not filed with TEA, but the district must make the plan available to TEA on request.

Texas Education Code 11.252(b)

The district-level committee shall assist the superintendent with the annual development, evaluation, and revision of the district improvement plan.

Texas Education Code 11.252(a)

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

Texas Education Code 7.065(e)

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

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

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

Texas Education Code 11.255

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

Texas Education Code 21.451(c)

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

DMA(LEGAL)

Federal Funds

Supplement, Not Supplant Methodology

County-District #: 101921

LEA Name: Tomball ISD

School Year: 2023-2024

Supplement, Not Supplant (SNS) Methodology

Purpose:

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

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

Tomball ISD has adopted the following policies to assure compliance with regulations regarding Federal funds:

[EHBD \(LEGAL\)](#)

[EHBD \(LOCAL\)](#)

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

Assurance:

The LEA assures that—

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

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

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

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

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

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

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

Description of methodology:

The basis on which State and local funds are allocated:

- DISTRICTWIDE or
- CAMPUS CATEGORY

The type of methodology used:

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

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

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

Attachments:

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

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

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

Committee dates for 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 is fully [accredited](#) by the Texas Education Agency with no warnings or probationary sanctions for the district nor any campuses.

Tomball ISD is a Texas Education Agency District of Innovation.

Community

Tomball Independent School District is a highly regarded public school system with a reputation for excellence. It serves over 23,000 students in grades pre-kindergarten through 12 across 25 campuses.

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

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

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

Instructional Programs

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

Curriculum and Instruction Department

Core Values:

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

Boulders:

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

Gifted Education - Students are served in Kindergarten through Grade 6 through academic learning by teachers that have received specialized training in Gifted and Talented education. Additionally, they receive pull-out services provided by a GT Specialist throughout the week. Students in grades 7-12 are served through academic course options with teachers that have received specialized training in Gifted and Talented education. Instruction is based on a sequence of specific skills developed through multidisciplinary units. The extent of each unit depends upon the complexity of the subject matter addressed.

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

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

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

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

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

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

Tomball Star Academy

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

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

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

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

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

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

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

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

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

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

Demographics

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

Students

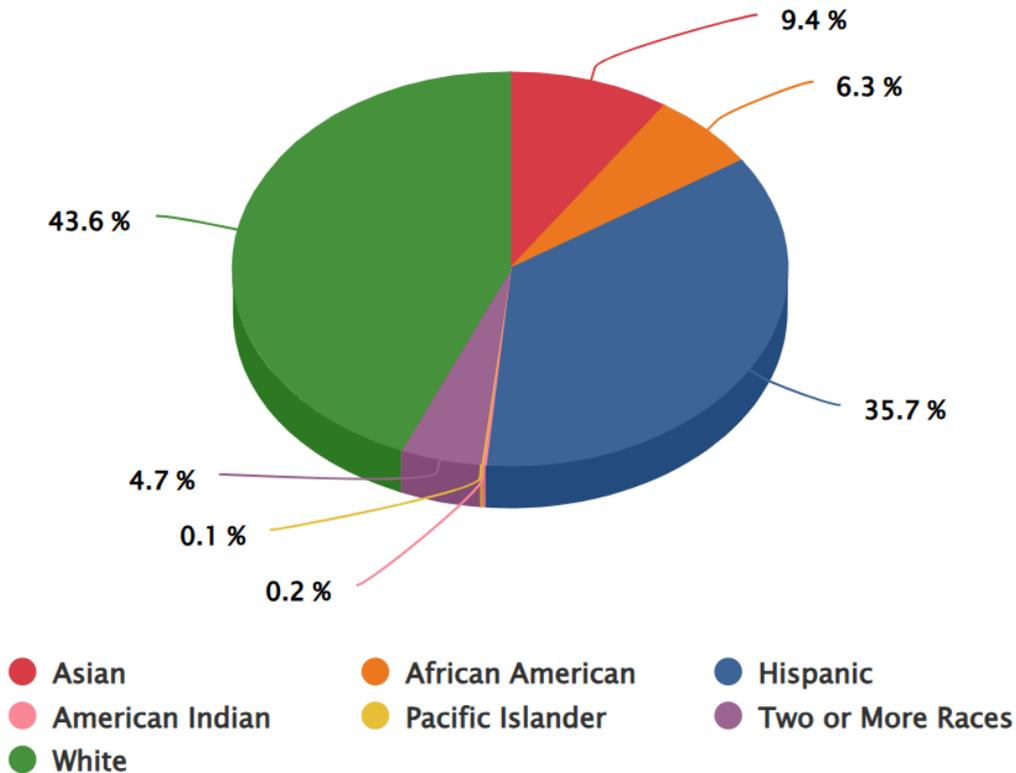
School Population	Count	Percent
Student Total	22,913	100%
Early Education Grade	121	0.53%
Pre-Kindergarten Grade	389	1.70%
Kindergarten Grade	1,458	6.36%
1st Grade	1,623	7.08%
2nd Grade	1,641	7.16%
3rd Grade	1,807	7.89%
4th Grade	1,747	7.62%
5th Grade	1,809	7.90%
6th Grade	1,845	8.05%
7th Grade	1,808	7.89%
8th Grade	1,823	7.96%
9th Grade	1,787	7.80%
10th Grade	1,826	7.97%
11th Grade	1,672	7.30%
12th Grade	1,557	6.80%
Not Enrolled on Snapshot (*Notes*)	119	
Student Demographics	Count	Percent
Gender		
Female	11,299	49.31
Male	11,614	50.69
Ethnicity		
Hispanic-Latino	7,717	34.65%
Race		
American Indian - Alaskan Native	45	0.20%
Asian	2,038	9.15%
Black - African American	1,356	6.09%

Native Hawaiian - Pacific Islander	13	0.06%
White	10,055	45.14%
Two-or-More	1,050	4.71%
Student Programs		
	Count	Percent
Dyslexia	1,266	5.68%
Gifted and Talented	2,452	11.01%
Regional Day School Program for the Deaf	13	0.06%
Section 504	1,740	7.81%
Special Education (SPED)	2,561	11.50%
Bilingual/ESL		
Emergent Bilingual (EB)	3,375	15.15%
Bilingual	1,046	4.70%
English as a Second Language (ESL)	2,361	10.60%
Alternative Bilingual Language Program	24	0.11%
Alternative ESL Language Program	31	0.14%
Title I Part A		
Schoolwide Program	4,111	18.46%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	6	0.03%
Neglected	0	0.00%
Student Indicators		
	Count	Percent
At-Risk	6,917	31.05%
Foster Care	42	0.19%
IEP Continuer	32	0.14%
Immigrant	991	4.45%
Intervention Indicator	2,641	11.86%
Migrant	0	0.00%
Military Connected	146	0.66%
Transfer In Students	636	2.86%
Unschooling Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	6,996	31.41%
Free Meals	5,232	23.49%
Reduced-Price Meals	842	3.78%
Other Economic Disadvantage	922	4.14%
Homeless and Unaccompanied Youth		
Homeless Status Total	19	0.09%

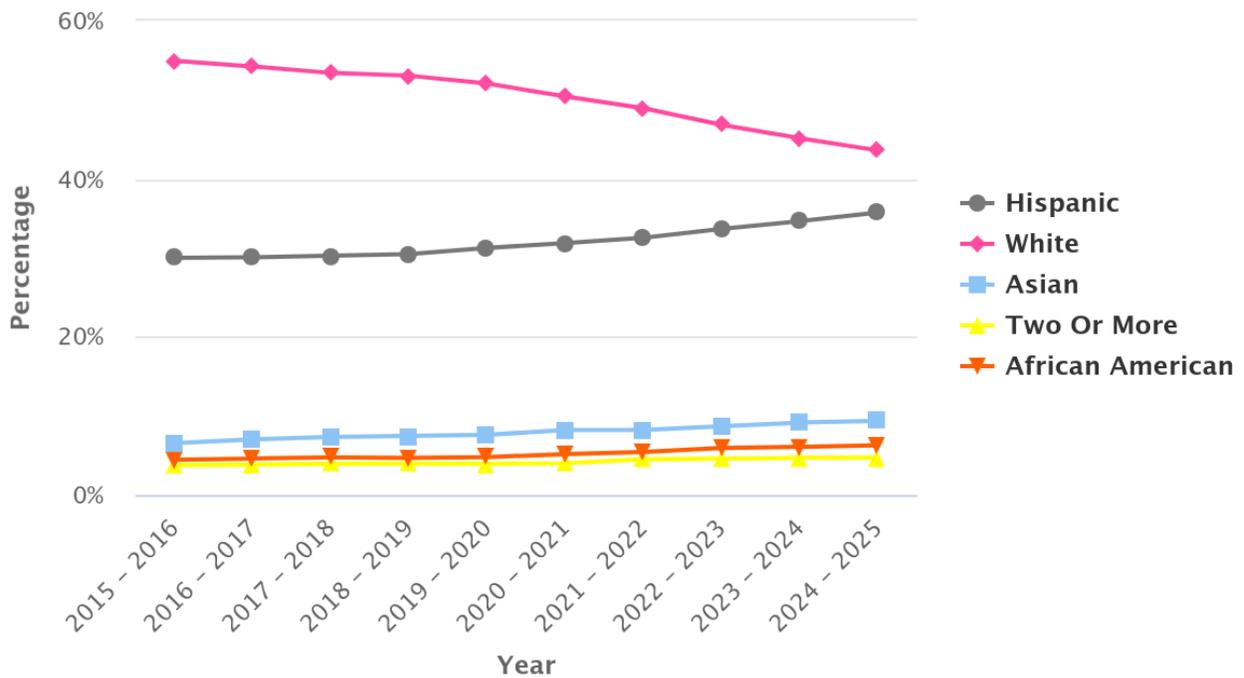
Shelter	0	0.00%
Doubled Up	13	0.06%
Unsheltered	0	0.00%
Hotel/Motel	6	0.03%
Not Unaccompanied Youth	14	0.06%
Is Unaccompanied Youth	5	0.02%
Special Education Services	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	11	0.43%
Other health impairment	406	15.85%
Auditory impairment	27	1.05%
Visual impairment	22	0.86%
Deaf-Blind	3	0.12%
Intellectual disability	166	6.48%
Emotional disturbance	202	7.89%
Learning disability	869	33.93%
Speech impairment	396	15.46%
Autism	379	14.80%
Developmental delay	0	0.00%
Traumatic brain injury	7	0.27%
Noncategorical early childhood	73	2.85%
Instructional Settings		
Speech Therapy	393	15.35%
Homebound	9	0.35%
Hospital Class	0	0.00%
Mainstream	861	33.62%
Resource Room	894	34.91%
VAC	32	1.25%
Off Home Campus	3	0.12%
State School	0	0.00%
Residential Care	4	0.16%
Self Contained	325	12.69%
Full-Time Early Childhood	38	1.48%
Nonpublic Day School	1	0.04%
College and Career Readiness School Models	Count	Percent
Associate Degree Does not include leavers	0	0.00%
Early College High School (ECHS)	341	1.53%

New Tech	0	0.00%
P-Tech	25	0.11%
T-Stem	0	0.00%
Not Enrolled on Snapshot Information		Count
		Percent
As of Status		
Code C	112	100.00%
Total Not Enrolled on Snapshot	112	0.50%
Total Snapshot Enrollment	22,274	99.50%
Total Student Snapshot + Not Enrolled on Snapshot	22,386	100.00%
Staff Information		Count
		Percent
Administrative Support	441	14.76%
Teacher	1,450	48.53%
Educational Aide	305	10.21%
Auxiliary	792	26.51%

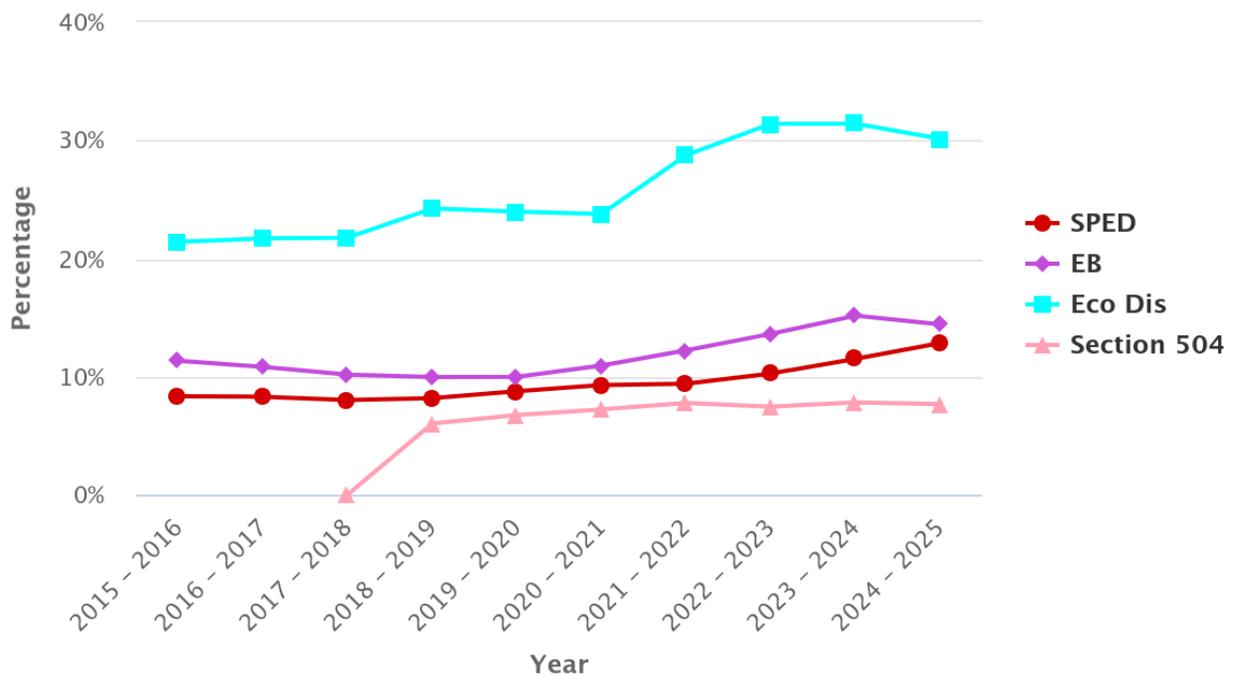
Ethnic Distribution 2024-25



Ethnicity & Special Program Trends for Fall All Campuses and for grades: EE-12

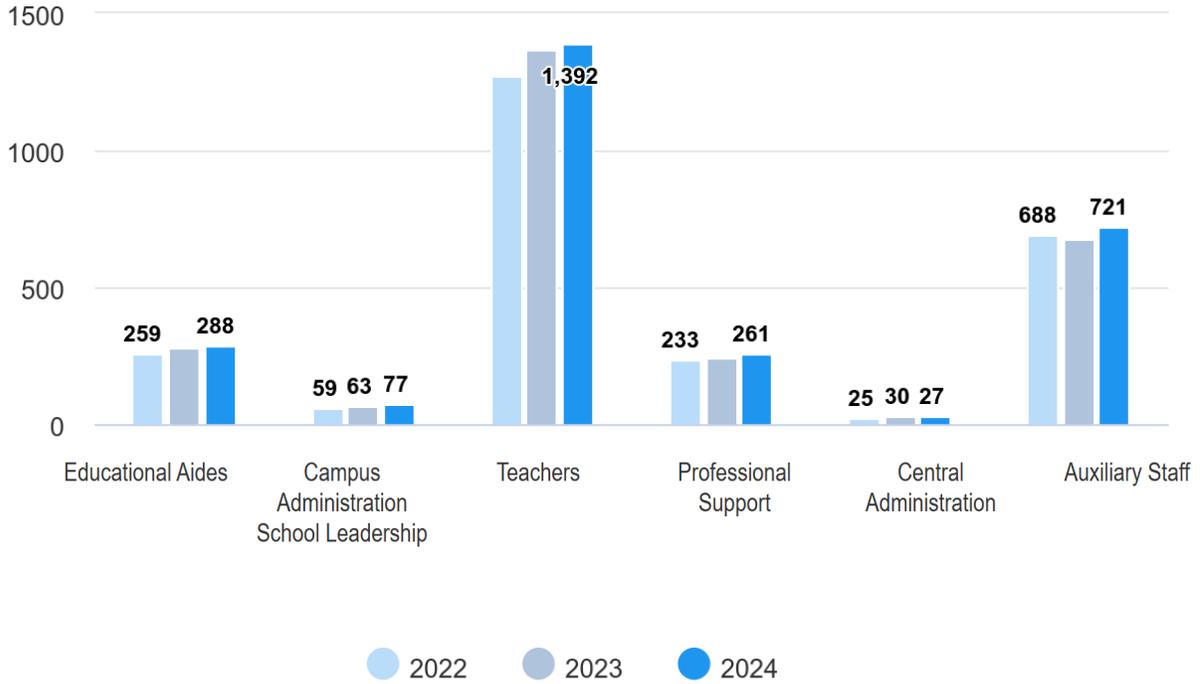


Ethnicity & Special Program Trends for Fall All Campuses and for grades: EE-12

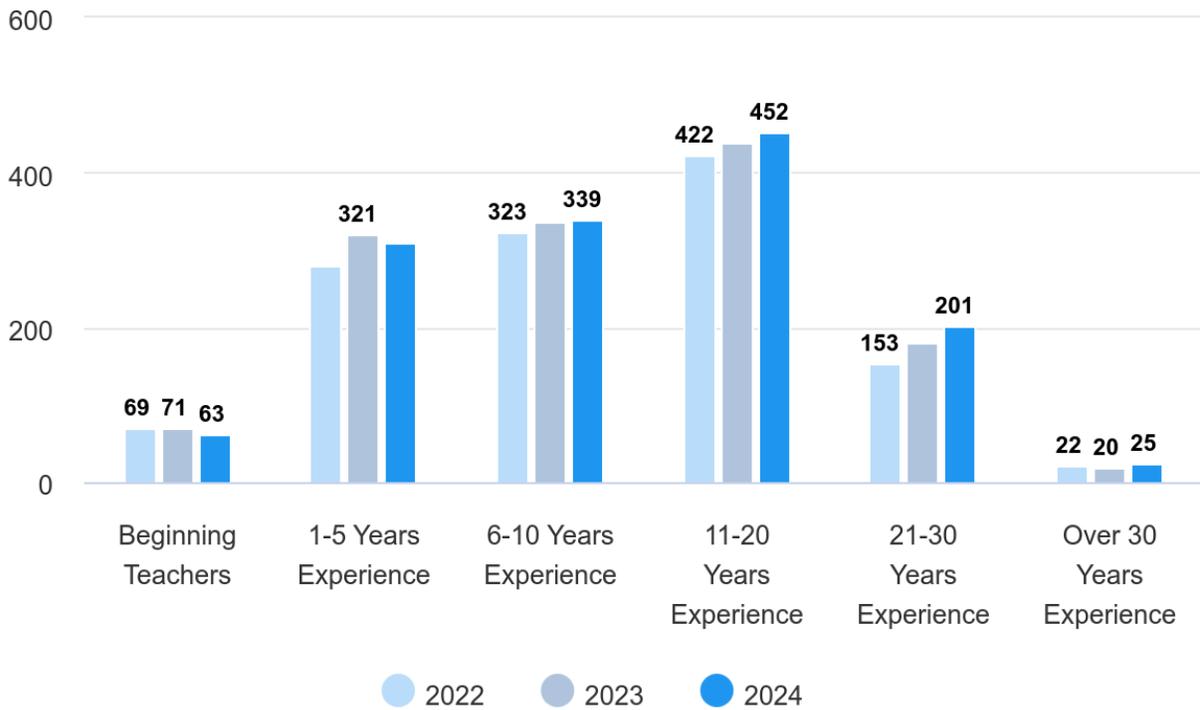


Staff

Staff Assignment



Teachers by Years Experience



Districtwide Educational Improvement Council (DEIC)

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

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

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

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

DEIC Membership

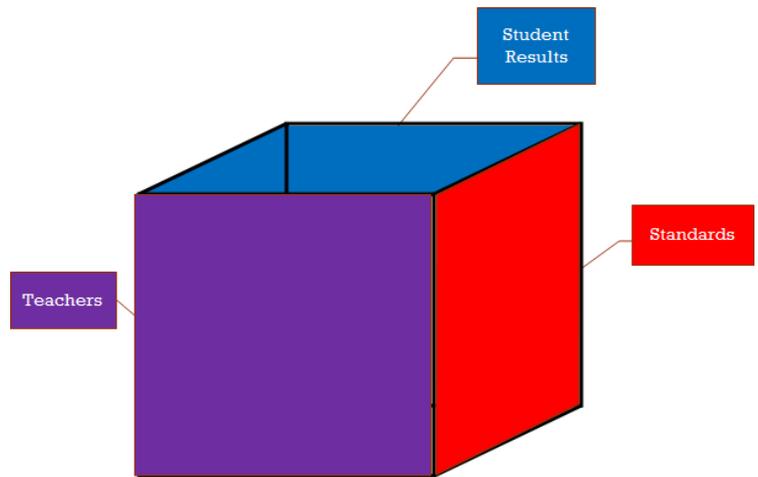
	Campus / Dept Position	DEIC Position	Name	Gr/Dept
1	Canyon Pointe Elementary	Classroom Teacher	Jessica Jasper	Adv Academic Spec
2	Creekside Forest Elementary	Classroom Teacher	Michell Bisig	Art
3	Creekside Park JHS	Classroom Teacher	Sarah Carroll	Math
4	Creekview Elementary	Classroom Teacher	Sylvia Wolf	Second Grade
5	Decker Prairie Elementary	Classroom Teacher	Alisha Vasek	4th Grade Math/Sci
6	Early Excellence Academy	Classroom Teacher	Sarah Wade	Pre-K
7	Grand Lakes JHS	Classroom Teacher	Jennifer Love	Science
8	Grand Oaks Elementary	Classroom Teacher	Cindy Beiersdorfer	Academic Spec
9	Lakewood Elementary	Classroom Teacher	Sarah McCandless	4th Gr Math/Sci
10	Northpointe Intermediate	Classroom Teacher	Clayton Smith	5th Grade ELA
11	Oakcrest Intermediate	Classroom Teacher	Jenna Burrow	Special Education
12	Rosehill Elementary	Classroom Teacher	Heidi Hansen	Special Education
13	Timber Creek Elementary	Classroom Teacher	Gayla Coward	First Grade
14	Tomball Connections Academy	Classroom Teacher	Kris Peyton	TAEC Teacher
15	Tomball Elementary	Classroom Teacher	Stephanie McLennan	EB Specialist
16	Tomball High School (Core)	Classroom Teacher	Christine Polt	ELA
17	Tomball High School (Enrichment)	Classroom Teacher	Jason Michaelis	Fine Arts
18	Tomball Intermediate	Classroom Teacher	Marcy Johnson	Art
19	Tomball JHS	Classroom Teacher	Lauren Brennan	ELA
20	Tomball Memorial HS (Core)	Classroom Teacher	Shelley Stout	Math
21	Tomball Memorial HS (Enrichment)	Classroom Teacher	Raolat Olayeye	CTE

22	Tomball Star Academy	Classroom Teacher	Trent Nelson	Social Studies
23	Wildwood Elementary	Classroom Teacher	Melissa Richards	Adv. Academic Spec
24	Willow Creek ES	Classroom Teacher	Amanda Elder	Kindergarten
25	Willow Wood JHS	Classroom Teacher	George Cagle	Social Studies
26	West Elementary	Classroom Teacher	Sarah Moore	3rd Grade Math
27	West Intermediate	Classroom Teacher	Angela Hebrink	ELA
27	Elem Principal of the Year	Campus-Based Non-Classroom Professional	Tara Bailey	CPJH Principal
28	Secondary Principal of the Year	Campus-Based Non-Classroom Professional	Dr. Kelly Marchiando	WWJHS Principal
29	CTE Counselor	Campus-Based Non-Classroom Professional	Tammy Morrow	THS CTE Counselor
30	Counselor	Campus-Based Non-Classroom Professional	Lashelle Nix	TMHS Counselor
31	Academic Specialist	Campus-Based Non-Classroom Professional	Stacy Landgrebe	CPJH Academic Spec
32	Chairperson	Non-Campus-based Professional	Dr. Michael Webb	Chief Academic Officer
33	Fine Arts	Non-Campus-based Professional	Paulette Tomlinson	Director Fine Arts
34	Multilingual	Non-Campus-based Professional	Dr. Paloma Moreno	Director Multilingual
35	CTE	Non-Campus-based Professional	Karla Sandoval	Director CTE
36	SpEd	Non-Campus-based Professional	Keri Williams	Director SpEd
37	SSO Elementary	Non-Campus-based Professional	Dr. Crystal Romero- Mueller	SSO Elementary
38	SSO Secondary	Non-Campus-based Professional	Dr. Jeff Bailey	SSO Secondary
39	Appointment	Parent	Deborah Brinen	THS
40	Appointment	Parent	Allison Mundy	TMHS
41	Appointment	Community Member	TBA	
42	Appointment	Community Member	Landon B. Reed	Harris Co Com Off
43	Appointment	Business Representative	Marci Lee	<i>Small Cakes</i>
44	Appointment	Business Representative	Jeff Henry	<i>Mel's Restaurant</i>

DEIC Meeting Dates: 9/4/25, 9/18/25, 2/26/26, 4/23/26, 5/7/26

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

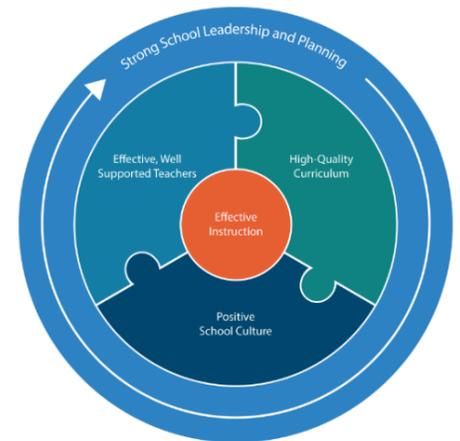
Students	Teachers	Standards
<ul style="list-style-type: none"> STAAR/EOC Results Texas Academic Performance Reports TELPAS results Curriculum- Based Assessments Formative assessments Interim Assessments Student portfolios CLI/STAR Early Literacy Results Results Driven Accountability (RDA) Eduphoria Aware 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Assessment item analysis Lead4Ward reports Vertical Alignment Matrices TEKS gaps analysis Tomball ISD Curriculum Lesson plans/Instructional design Most Missed Questions (MMQ's) SAT Analysis Reports AP Analysis Reports PSAT Analysis Reports Summary of Major Assessment (SOMA) Framework

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

Effective Schools Framework (ESF)

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

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



ESF Theory of Action

BUILD A COMMON VISION

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

ASSESS

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

PRIORITIZE GAPS

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

CONNECT WITH CAPACITY BUILDERS

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

TARGETED SUPPORT

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



ESF Levers

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

Lever 1: Strong School Leadership and Planning

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



Lever 2: Strategic Staffing

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



Lever 3: Positive School Culture

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



Lever 4: High-Quality Instructional Materials & Assessments

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



Lever 5: Effective Instruction

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



State A-F Accountability

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

Texas Education Agency

**2025 Accountability Rating Overall Summary
TOMBALL ISD (101921) - HARRIS COUNTY**

[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | **2025**

Summary

	Scaled Score	Rating	Proportion of Overall Rating
Overall	92	A	
Student Achievement	92	A	70%
School Progress	89	B	0%
Academic Growth	85	B	
Relative Performance (Eco Dis: 30.2%)	89	B	
Closing the Gaps	93	A	30%

Distinction Designations



Tomball ISD 2024-2025 A-F Accountability and Distinctions

Campus	Over All	Domains					Distinctions						
		Domain I STAAR/CCMR	Domain II School Progress	Part A: Growth	Part B: Relative Performance	Domain III Closing the Gaps	ELA/Reading	Math	Science	Social Studies	Growth	PostSecondary	Closing the Gaps
Tomball ISD	A	A	B	<i>B</i>	<i>B</i>	A							
Canyon Pointe ES	A	A	A	<i>A</i>	<i>A</i>	A	✓	✓			✓	✓	✓
Creekside Forest ES	A	A	A	<i>A</i>	<i>A</i>	A	✓	✓	✓		✓	✓	✓
Creekside Park JH	A	A	A	<i>A</i>	<i>B</i>	A	✓						
Creekview ES	A	A	A	<i>A</i>	<i>B</i>	A						✓	✓
Decker Prairie ES	B	B	B	<i>C</i>	<i>B</i>	B							
Early Excellence Academy	A												
Grand Lakes JH	A	A	A	<i>A</i>	<i>B</i>	A			✓		✓	✓	✓
Grand Oaks ES	B	A	B	<i>C</i>	<i>B</i>	C							
Lakewood ES	A	A	B	<i>B</i>	<i>B</i>	A	✓						✓
Northpointe Intermediate	A	A	A	<i>A</i>	<i>B</i>	A	✓	✓			✓	✓	✓
Oakcrest Intermediate	A	A	A	<i>A</i>	<i>A</i>	A	✓	✓	✓		✓	✓	✓
Rosehill ES	A	B	A	<i>A</i>	<i>B</i>	A					✓		
Timber Creek ES	A	A	A	<i>A</i>	<i>B</i>	A							
Tomball ES	B	B	B	<i>B</i>	<i>B</i>	C						✓	
Tomball HS	A	A	A	<i>C</i>	<i>A</i>	A							
Tomball Intermediate	B	B	B	<i>B</i>	<i>B</i>	A		✓			✓		✓
Tomball JH	B	B	B	<i>C</i>	<i>B</i>	A			✓				✓
Tomball Memorial HS	A	A	A	<i>C</i>	<i>A</i>	A		✓	✓	✓		✓	✓
Tomball Star Acad.	A	A	A	<i>B</i>	<i>A</i>	A	✓	✓	✓	✓	✓	✓	✓
West ES	A	A	A	<i>A</i>	<i>B</i>	A	✓						
Wildwood ES	A	A	A	<i>A</i>	<i>B</i>	A	✓				✓	✓	✓
Willow Creek ES	A	A	A	<i>A</i>	<i>A</i>	A	✓	✓			✓	✓	✓
Willow Wood JH	A	A	A	<i>A</i>	<i>A</i>	A		✓	✓	✓	✓	✓	✓

23 Campuses Rated

18 Rated A; 5 Rated B

15 Campuses with A's in all domains

5 of those with A's in all Parts

18 Campuses earned one or more distinctions

5 campuses earned ALL eligible distinctions

66 distinctions earned (50.77%)

STAAR Results

Texas Education Agency									
2025 STAAR Performance									
TOMBALL ISD (101921) - HARRIS COUNTY									
Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
All Subjects									
Percent of Tests									
At Approaches GL Standard or Above	90%	83%	86%	92%	89%	97%	91%	89%	81%
At Meets GL Standard or Above	73%	59%	66%	78%	68%	90%	82%	73%	58%
At Masters GL Standard	42%	28%	34%	45%	35%	66%	59%	42%	27%
Number of Tests									
At Approaches GL Standard or Above	31,292	1,777	10,712	14,185	66	3,121	31	1,400	12,448
At Meets GL Standard or Above	25,524	1,273	8,201	11,920	50	2,902	28	1,150	8,880
At Masters GL Standard	14,496	599	4,182	6,896	26	2,116	20	657	4,087
Total Tests	34,807	2,153	12,408	15,354	74	3,218	34	1,566	15,298
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	90%	82%	86%	93%	94%	97%	92%	91%	81%
At Meets GL Standard or Above	76%	62%	69%	81%	71%	92%	83%	78%	60%
At Masters GL Standard	42%	29%	35%	45%	32%	64%	58%	42%	26%
Number of Tests									
At Approaches GL Standard or Above	12,792	722	4,323	5,837	29	1,278	11	592	5,094
At Meets GL Standard or Above	10,845	547	3,470	5,072	22	1,216	10	508	3,806
At Masters GL Standard	5,984	252	1,742	2,849	10	851	7	273	1,646
Total Tests	14,191	883	5,017	6,273	31	1,324	12	651	6,303
Mathematics									
Percent of Tests									
At Approaches GL Standard or Above	90%	82%	87%	92%	84%	97%	88%	89%	82%
At Meets GL Standard or Above	72%	58%	64%	76%	64%	91%	88%	70%	57%
At Masters GL Standard	41%	30%	34%	43%	32%	70%	75%	39%	29%
Number of Tests									

At Approaches GL Standard or Above	10,708	599	3,720	4,796	21	1,080	7	485	4,396
At Meets GL Standard or Above	8,575	425	2,759	3,977	16	1,007	7	384	3,088
At Masters GL Standard	4,931	216	1,439	2,272	8	775	6	215	1,543
Total Tests	11,944	732	4,284	5,238	25	1,111	8	546	5,372

Science

Percent of Tests

At Approaches GL Standard or Above	92%	87%	88%	94%	83%	98%	90%	87%	84%
At Meets GL Standard or Above	71%	58%	64%	76%	58%	88%	90%	70%	56%
At Masters GL Standard	37%	21%	27%	43%	33%	59%	50%	42%	22%

Number of Tests

At Approaches GL Standard or Above	4,811	281	1,639	2,201	10	474	9	197	1,918
At Meets GL Standard or Above	3,755	187	1,191	1,779	7	424	9	158	1,271
At Masters GL Standard	1,962	68	512	994	4	285	5	94	505
Total Tests	5,255	324	1,865	2,334	12	484	10	226	2,275

Social Studies

Percent of Tests

At Approaches GL Standard or Above	87%	82%	83%	90%	100%	97%	*	88%	77%
At Meets GL Standard or Above	69%	53%	63%	72%	83%	85%	*	70%	53%
At Masters GL Standard	47%	29%	39%	52%	67%	69%	*	52%	29%

Number of Tests

At Approaches GL Standard or Above	2,981	175	1,030	1,351	**	289	*	126	1,040
At Meets GL Standard or Above	2,349	114	781	1,092	**	255	*	100	715
At Masters GL Standard	1,619	63	489	781	**	205	*	75	393
Total Tests	3,417	214	1,242	1,509	**	299	*	143	1,348



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

Report Date: JULY 2025
 Date of Testing: SPRING 2025

District: 101-921 TOMBALL ISD

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet				Approaches				Meets				Masters				Results for Each Reporting Category			
					Number Percent		#	%	#	%	#	%	#	%	#	%	#	%	1		2			
					Reading		Writing																	
					Number of Points Possible		26		26		Avg. # of Points / % Achieved													
Legend					#	%	#	%	#	%	#	%	#	%	#	%	#	%						
--- = No Data Reported For Fewer Than Five Students																								
All Students			1718	1572	135	8	1583	92	1316	77	781	45	18.7	72	14.9	57								
Male			892	1559	78	9	814	91	661	74	386	43	18.6	72	14.3	55								
Female			826	1585	57	7	769	93	655	79	395	48	18.9	73	15.6	60								
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---								
Hispanic/Latino			564	1544	51	9	513	91	409	73	215	38	18.0	69	14.0	54								
American Indian or Alaska Native			5	1501	0	0	5	100	3	60	0	0	16.6	64	12.2	47								
Asian			174	1645	8	5	166	95	155	89	112	64	20.3	78	17.9	69								
Black or African American			119	1509	24	20	95	80	68	57	38	32	16.8	65	12.4	48								
Native Hawaiian or Other Pacific Islander			1	---	---	---	---	---	---	---	---	---	---	---	---	---								
White			762	1587	41	5	721	95	613	80	377	49	19.3	74	15.5	60								
Two or More Races			93	1562	11	12	82	88	68	73	39	42	18.4	71	14.4	55								
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---								
Economically Disadvantaged			Yes	442	1486	81	18	361	82	251	57	111	25	16.3	63	11.8	45							
			No	1276	1601	54	4	1222	96	1065	83	670	53	19.6	75	16.0	62							
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---								
Title I, Part A			Participants	542	1525	66	12	476	88	367	68	187	35	17.4	67	13.4	51							
			Nonparticipants	1176	1593	69	6	1107	94	949	81	594	51	19.3	74	15.7	60							
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---								
Migrant			Yes	0	---	---	---	---	---	---	---	---	---	---	---	---								
			No	1718	1572	135	8	1583	92	1316	77	781	45	18.7	72	14.9	57							
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---								
Identified as Emergent Bilingual (EB)			227	1514	30	13	197	87	150	66	69	30	16.9	65	13.0	50								
Monitored 1st Year (M1), reclassified from EB			23	1680	0	0	23	100	23	100	18	78	21.1	81	19.8	76								
Monitored 2nd Year (M2), reclassified from EB			51	1683	1	2	50	98	49	96	42	82	21.5	83	19.4	75								
Monitored 3rd Year (M3), reclassified from EB			0	---	---	---	---	---	---	---	---	---	---	---	---	---								
Monitored 4th Year (M4), reclassified from EB			0	---	---	---	---	---	---	---	---	---	---	---	---	---								
Former EB (Post Monitoring)			0	---	---	---	---	---	---	---	---	---	---	---	---	---								
Non-Emergent Bilingual (Non-EB)			1413	1576	100	7	1313	93	1094	77	652	46	18.9	73	15.1	58								
No Information Provided			4	---	---	---	---	---	---	---	---	---	---	---	---	---								
Bilingual			Participants	90	1536	10	11	80	89	61	68	31	34	17.5	67	13.6	52							
			Nonparticipants	1623	1575	121	7	1502	93	1254	77	750	46	18.8	72	15.0	58							
			No Information Provided	5	1234	4	80	1	20	1	20	0	0	10.0	38	5.8	22							
ESL			Participants	174	1530	20	11	154	89	121	70	61	35	17.4	67	13.6	52							
			Nonparticipants	1539	1578	111	7	1428	93	1194	78	720	47	18.9	73	15.1	58							
			No Information Provided	5	1234	4	80	1	20	1	20	0	0	10.0	38	5.8	22							
Special Education			Yes	263	1436	70	27	193	73	113	43	34	13	14.9	57	9.7	37							
			No	1455	1596	65	4	1390	96	1203	83	747	51	19.4	75	15.9	61							
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---								
Section 504			Yes	87	1527	7	8	80	92	61	70	26	30	18.1	70	12.9	50							
			No	1630	1574	127	8	1503	92	1255	77	755	46	18.8	72	15.1	58							
			No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---								
Gifted/Talented			Participants	292	1724	0	0	292	100	289	99	256	88	22.4	86	20.4	78							
			Nonparticipants	1426	1541	135	9	1291	91	1027	72	525	37	18.0	69	13.8	53							
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---								
At-Risk			Yes	580	1469	113	19	467	81	294	51	109	19	15.8	61	11.1	43							
			No	1138	1624	22	2	1116	98	1022	90	672	59	20.2	78	16.9	65							
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---								



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 3 Mathematics

Report Date: JULY 2025
Date of Testing: SPRING 2025

District: 101-921 TOMBALL ISD

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category														
					Number Percent		1		2		3		4						
				Did Not Meet		Approaches		Meets		Masters		Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy	
												12		14		7		4	
												Avg. # of Points / % Achieved							
Legend		--- = No Data Reported For Fewer Than Five Students																	
All Students		1773	1555	188	11	1585	89	1251	71	649	37	8.5	71	8.7	62	5.3	76	2.3	58
Male		920	1578	85	9	835	91	691	75	384	42	8.8	73	9.1	65	5.5	78	2.4	59
Female		853	1531	103	12	750	88	560	66	265	31	8.1	68	8.3	60	5.2	74	2.2	55
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		615	1522	88	14	527	86	389	63	174	28	7.9	66	8.2	59	5.1	73	2.1	53
American Indian or Alaska Native		5	1534	0	0	5	100	3	60	2	40	8.0	67	9.4	67	5.2	74	1.8	45
Asian		176	1633	8	5	168	95	146	83	101	57	9.5	79	10.1	72	5.9	84	2.7	67
Black or African American		120	1496	23	19	97	81	66	55	28	23	7.8	65	7.3	52	5.0	71	2.0	50
Native Hawaiian or Other Pacific Islander		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		763	1574	57	7	706	93	582	76	310	41	8.8	73	9.1	65	5.5	78	2.4	61
Two or More Races		93	1555	11	12	82	88	65	70	34	37	8.4	70	8.7	62	5.1	73	2.3	59
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes	481	1474	107	22	374	78	232	48	88	18	7.3	61	7.1	51	4.7	68	1.9	47
	No	1292	1586	81	6	1211	94	1019	79	561	43	8.9	74	9.4	67	5.6	79	2.5	61
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	Participants	595	1501	102	17	493	83	342	57	148	25	7.6	64	7.8	55	5.0	71	2.1	52
	Nonparticipants	1178	1583	86	7	1092	93	909	77	501	43	8.9	74	9.2	66	5.5	79	2.4	60
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	1773	1555	188	11	1585	89	1251	71	649	37	8.5	71	8.7	62	5.3	76	2.3	58
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual (EB)		277	1510	45	16	232	84	160	58	73	26	7.8	65	7.9	56	5.1	72	2.0	50
Monitored 1st Year (M1), reclassified from EB		23	1649	0	0	23	100	22	96	15	65	9.7	80	10.9	78	5.7	82	3.0	74
Monitored 2nd Year (M2), reclassified from EB		51	1687	0	0	51	100	48	94	37	73	9.9	83	11.1	79	6.2	89	3.0	75
Monitored 3rd Year (M3), reclassified from EB		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year (M4), reclassified from EB		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB (Post Monitoring)		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual (Non-EB)		1418	1559	139	10	1279	90	1021	72	524	37	8.5	71	8.8	63	5.4	77	2.3	58
No Information Provided		4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	Participants	141	1510	28	20	113	80	80	57	41	29	7.7	64	8.0	57	5.1	72	1.9	49
	Nonparticipants	1627	1560	156	10	1471	90	1170	72	607	37	8.5	71	8.8	63	5.4	77	2.3	58
	No Information Provided	5	1326	4	80	1	20	1	20	1	20	4.8	40	3.8	27	2.8	40	1.6	40
ESL	Participants	174	1537	16	9	158	91	114	66	56	32	8.3	69	8.4	60	5.2	75	2.1	53
	Nonparticipants	1594	1558	168	11	1426	89	1136	71	592	37	8.5	71	8.8	63	5.4	77	2.3	58
	No Information Provided	5	1326	4	80	1	20	1	20	1	20	4.8	40	3.8	27	2.8	40	1.6	40
Special Education	Yes	277	1437	98	35	179	65	106	38	41	15	6.7	55	6.1	43	4.6	65	1.7	43
	No	1496	1577	90	6	1406	94	1145	77	608	41	8.8	73	9.2	66	5.5	78	2.4	60
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504	Yes	87	1535	7	8	80	92	57	66	25	29	8.3	69	8.5	61	5.0	72	2.2	55
	No	1685	1557	180	11	1505	89	1194	71	624	37	8.5	71	8.8	63	5.4	77	2.3	58
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	Participants	292	1733	0	0	292	100	291	100	245	84	10.5	87	11.8	84	6.4	91	3.2	81
	Nonparticipants	1481	1521	188	13	1293	87	960	65	404	27	8.1	67	8.1	58	5.1	73	2.1	53
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	Yes	631	1468	145	23	486	77	292	46	109	17	7.2	60	6.9	50	4.7	68	1.8	45
	No	1142	1604	43	4	1099	96	959	84	540	47	9.2	76	9.7	70	5.7	81	2.6	64
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---



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

Report Date: JULY 2025
 Date of Testing: SPRING 2025

District: 101-921 TOMBALL ISD

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category														
					Did Not Meet					Approaches					Meets				
Number	Percent			#	%	#	%	#	%	#	%	1		2					
				Reading		Writing													
				Number of Points Possible		Number of Points Possible						26		26					
				Avg. # of Points / % Achieved				Avg. # of Points / % Achieved											
Legend				#	%	#	%	#	%	#	%	#	%	#	%				
--- = No Data Reported For Fewer Than Five Students																			
All Students			62	S-1395	18	29	44	71	27	44	21	13	21	16.4	63	11.5	44		
Male			30	S-1384	9	30	21	70	15	50	4	13	16.1	62	11.4	44			
Female			32	S-1404	9	28	23	72	12	38	9	28	16.7	64	11.6	45			
No Information Provided			0																
Hispanic/Latino			61	S-1395	18	30	43	70	27	44	13	21	16.5	64	11.5	44			
American Indian or Alaska Native			0																
Asian			0																
Black or African American			0																
Native Hawaiian or Other Pacific Islander			0																
White			1																
Two or More Races			0																
No Information Provided			0																
Economically Disadvantaged	Yes		47	S-1402	13	28	34	72	20	43	11	23	16.7	64	11.6	45			
	No		15	S-1372	5	33	10	67	7	47	2	13	15.4	59	11.3	43			
	No Information Provided		0																
Title I, Part A	Participants		62	S-1395	18	29	44	71	27	44	13	21	16.4	63	11.5	44			
	Nonparticipants		0																
	No Information Provided		0																
Migrant	Yes		0																
	No		62	S-1395	18	29	44	71	27	44	13	21	16.4	63	11.5	44			
	No Information Provided		0																
Identified as Emergent Bilingual (EB)			62	S-1395	18	29	44	71	27	44	13	21	16.4	63	11.5	44			
Monitored 1st Year (M1), reclassified from EB			0																
Monitored 2nd Year (M2), reclassified from EB			0																
Monitored 3rd Year (M3), reclassified from EB			0																
Monitored 4th Year (M4), reclassified from EB			0																
Former EB (Post Monitoring)			0																
Non-Emergent Bilingual (Non-EB)			0																
No Information Provided			0																
Bilingual	Participants		61	S-1396	18	30	43	70	27	44	13	21	16.4	63	11.6	45			
	Nonparticipants		0																
	No Information Provided		1																
ESL	Participants		0																
	Nonparticipants		61	S-1396	18	30	43	70	27	44	13	21	16.4	63	11.6	45			
	No Information Provided		1																
Special Education	Yes		12	S-1215	11	92	1	8	0	0	0	0	10.3	40	4.8	18			
	No		50	S-1438	7	14	43	86	27	54	13	26	17.9	69	13.2	51			
	No Information Provided		0																
Section 504	Yes		0																
	No		62	S-1395	18	29	44	71	27	44	13	21	16.4	63	11.5	44			
	No Information Provided		0																
Gifted/Talented	Participants		1																
	Nonparticipants		61	S-1392	18	30	43	70	26	43	12	20	16.3	63	11.4	44			
	No Information Provided		0																
At-Risk	Yes		62	S-1395	18	29	44	71	27	44	13	21	16.4	63	11.5	44			
	No		0																
	No Information Provided		0																



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

Summary Report

Grade 3 Mathematics

Report Date: JULY 2025
Date of Testing: SPRING 2025

District: 101-921 TOMBALL ISD

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category																
					1		2		3		4										
Number	Percent			Did Not Meet		Approaches		Meets		Masters		Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy			
Legend			Number of Points Possible																		
--- = No Data Reported For Fewer Than Five Students			12												14		7		4		
			Avg. # of Points / % Achieved																		
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Students Tested		10	100	10	1464	2	20	8	80	5	50	1	10	6.8	57	7.7	55	4.8	69	1.6	40
Students Not Tested																					
Absent		0	0																		
Other		0	0																		
Total Documents Submitted		10	100																		
All Students																					
Male		6		6	1460	1	17	5	83	3	50	1	17	6.8	57	7.3	52	4.8	69	1.7	42
Female		4																			
No Information Provided		0																			
Hispanic/Latino																					
American Indian or Alaska Native		0																			
Asian		0																			
Black or African American		0																			
Native Hawaiian or Other Pacific Islander		0																			
White		0																			
Two or More Races		0																			
No Information Provided		0																			
Economically Disadvantaged		9	Yes	9	1464	2	22	7	78	5	56	1	11	6.9	57	7.6	54	4.8	68	1.7	42
		1	No	1																	
No Information Provided		0																			
Title I, Part A																					
Participants		10		10	1464	2	20	8	80	5	50	1	10	6.8	57	7.7	55	4.8	69	1.6	40
Nonparticipants		0																			
No Information Provided		0																			
Migrant																					
Yes		0																			
No		10		10	1464	2	20	8	80	5	50	1	10	6.8	57	7.7	55	4.8	69	1.6	40
No Information Provided		0																			
Identified as Emergent Bilingual (EB)																					
Monitored 1st Year (M1), reclassified from EB		0																			
Monitored 2nd Year (M2), reclassified from EB		0																			
Monitored 3rd Year (M3), reclassified from EB		0																			
Monitored 4th Year (M4), reclassified from EB		0																			
Former EB (Post Monitoring)		0																			
Non-Emergent Bilingual (Non-EB)		0																			
No Information Provided		0																			
Bilingual																					
Participants		10		10	1464	2	20	8	80	5	50	1	10	6.8	57	7.7	55	4.8	69	1.6	40
Nonparticipants		0																			
No Information Provided		0																			
ESL																					
Participants		0																			
Nonparticipants		10		10	1464	2	20	8	80	5	50	1	10	6.8	57	7.7	55	4.8	69	1.6	40
No Information Provided		0																			
Special Education																					
Yes		0																			
No		10		10	1464	2	20	8	80	5	50	1	10	6.8	57	7.7	55	4.8	69	1.6	40
No Information Provided		0																			
Section 504																					
Yes		0																			
No		10		10	1464	2	20	8	80	5	50	1	10	6.8	57	7.7	55	4.8	69	1.6	40
No Information Provided		0																			
Gifted/Talented																					
Participants		0																			
Nonparticipants		10		10	1464	2	20	8	80	5	50	1	10	6.8	57	7.7	55	4.8	69	1.6	40
No Information Provided		0																			
At-Risk																					
Yes		10		10	1464	2	20	8	80	5	50	1	10	6.8	57	7.7	55	4.8	69	1.6	40
No		0																			
No Information Provided		0																			



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

Report Date: JULY 2025
 Date of Testing: SPRING 2025

District: 101-921 TOMBALL ISD

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category											
					Did Not Meet				Approaches				Meets		Masters	
Number	Percent				#	%	#	%	#	%	#	%	Number of Points Possible			
					1		2									
					Reading		Writing									
					26		26									
					Avg. # of Points / % Achieved											
					#	%	#	%	#	%	#	%	#	%		
All Students		1641	100	1640	105	6	1536	94	1258	77	736	45	17.5	67	17.0	65
Students Tested		1641	100													
Students Not Tested																
Absent		6	0													
Other		2	0													
Total Documents Submitted		1649	100													
Legend																
--- = No Data Reported For Fewer Than Five Students																
Male		848		1630	56	7	792	93	633	75	359	42	17.3	67	16.5	63
Female		793		1650	49	6	744	94	625	79	377	48	17.6	68	17.5	67
No Information Provided		0														
Hispanic/Latino		578		1618	46	8	532	92	412	71	219	38	16.7	64	16.1	62
American Indian or Alaska Native		1														
Asian		170		1726	3	2	167	98	155	91	109	64	19.3	74	20.2	78
Black or African American		84		1595	6	7	78	93	52	62	27	32	16.2	62	15.3	59
Native Hawaiian or Other Pacific Islander		0														
White		719		1645	37	5	682	95	575	80	342	48	17.9	69	17.2	66
Two or More Races		88		1611	13	15	75	85	62	70	37	42	16.6	64	15.9	61
No Information Provided		1														
Economically Disadvantaged																
Yes		448		1562	63	14	385	86	263	59	100	22	14.9	57	14.1	54
No		1193		1669	42	4	1151	96	995	83	636	53	18.4	71	18.0	69
No Information Provided		0														
Title I, Part A																
Participants		506		1594	49	10	457	90	350	69	167	33	16.2	62	15.2	59
Nonparticipants		1135		1660	56	5	1079	95	908	80	569	50	18.0	69	17.7	68
No Information Provided		0														
Migrant																
Yes		0														
No		1641		1640	105	6	1536	94	1258	77	736	45	17.5	67	17.0	65
No Information Provided		0														
Identified as Emergent Bilingual (EB)																
Monitored 1st Year (M1), reclassified from EB		43		1730	0	0	43	100	43	100	33	77	20.0	77	20.7	80
Monitored 2nd Year (M2), reclassified from EB		0														
Monitored 3rd Year (M3), reclassified from EB		34		1780	0	0	34	100	34	100	26	76	20.8	80	21.8	84
Monitored 4th Year (M4), reclassified from EB		0														
Former EB (Post Monitoring)		0														
Non-Emergent Bilingual (Non-EB)		1340		1644	77	6	1263	94	1040	78	628	47	17.7	68	17.1	66
No Information Provided		0														
Bilingual																
Participants		83		1596	9	11	74	89	61	73	32	39	15.9	61	15.9	61
Nonparticipants		1558		1642	96	6	1462	94	1197	77	704	45	17.5	67	17.0	65
No Information Provided		0														
ESL																
Participants		177		1580	19	11	158	89	114	64	40	23	15.2	58	15.0	58
Nonparticipants		1464		1647	86	6	1378	94	1144	78	696	48	17.7	68	17.2	66
No Information Provided		0														
Special Education																
Yes		284		1492	71	25	213	75	95	33	31	11	12.7	49	11.0	42
No		1357		1671	34	3	1323	97	1163	86	705	52	18.4	71	18.2	70
No Information Provided		0														
Section 504																
Yes		117		1625	4	3	113	97	88	75	43	37	17.1	66	16.6	64
No		1524		1641	101	7	1423	93	1170	77	693	45	17.5	67	17.0	65
No Information Provided		0														
Gifted/Talented																
Participants		265		1790	1	0	264	100	264	100	238	90	21.7	83	21.9	84
Nonparticipants		1376		1611	104	8	1272	92	994	72	498	36	16.6	64	16.0	62
No Information Provided		0														
At-Risk																
Yes		468		1535	76	16	392	84	241	51	79	17	14.0	54	13.2	51
No		1173		1681	29	2	1144	98	1017	87	657	56	18.8	72	18.5	71
No Information Provided		0														



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

Summary Report

Grade 4 Reading Language Arts

Report Date: JULY 2025
Date of Testing: SPRING 2025

District: 101-921 TOMBALL ISD

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category														
					Did Not Meet				Approaches				Meets		Masters		1		2
Number	Percent				#	%	#	%	#	%	#	%	#	%	Reading		Writing		
Students Tested			90	99												26		26	
Students Not Tested																Avg. # of Points / % Achieved			
Absent			1	1															
Other			0	0															
Total Documents Submitted			91	100															
Legend																			
--- = No Data Reported For Fewer Than Five Students																			
All Students			90	S-1472	24	27	66	73	44	49	22	24	15.9	61	13.3	51			
Male			38	S-1459	11	29	27	71	16	42	7	18	15.6	60	12.8	49			
Female			52	S-1481	13	25	39	75	28	54	15	29	16.2	62	13.6	52			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino			87	S-1472	23	26	64	74	43	49	21	24	16.0	61	13.3	51			
American Indian or Alaska Native			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Black or African American			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
White			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Two or More Races			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged			76	S-1470	21	28	55	72	38	50	18	24	15.9	61	13.2	51			
Yes			14	S-1479	3	21	11	79	6	43	4	29	16.2	62	13.5	52			
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Title I, Part A			90	S-1472	24	27	66	73	44	49	22	24	15.9	61	13.3	51			
Participants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Migrant			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Yes			90	S-1472	24	27	66	73	44	49	22	24	15.9	61	13.3	51			
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Identified as Emergent Bilingual (EB)			90	S-1472	24	27	66	73	44	49	22	24	15.9	61	13.3	51			
Monitored 1st Year (M1), reclassified from EB			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 2nd Year (M2), reclassified from EB			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 3rd Year (M3), reclassified from EB			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 4th Year (M4), reclassified from EB			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Former EB (Post Monitoring)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Non-Emergent Bilingual (Non-EB)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Bilingual			90	S-1472	24	27	66	73	44	49	22	24	15.9	61	13.3	51			
Participants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
ESL			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Participants			90	S-1472	24	27	66	73	44	49	22	24	15.9	61	13.3	51			
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Special Education			14	S-1328	9	64	5	36	2	14	1	7	11.1	43	8.2	32			
Yes			76	S-1498	15	20	61	80	42	55	21	28	16.8	65	14.2	55			
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Section 504			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Yes			89	S-1472	23	26	66	74	44	49	22	25	16.0	61	13.3	51			
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Gifted/Talented			3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Participants			87	S-1485	24	28	63	72	41	47	19	22	15.7	60	13.1	50			
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
At-Risk			90	S-1472	24	27	66	73	44	49	22	24	15.9	61	13.3	51			
Yes			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

Summary Report

Grade 4 Mathematics

Report Date: JULY 2025
Date of Testing: SPRING 2025

District: 101-921 TOMBALL ISD

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category																
					1		2		3		4										
Number	Percent		#	%	#	%	#	%	#	%	#	%	#	%	#	%					
		Did Not Meet															Approaches	Meets	Masters	Numerical Representations and Relationships	Computations and Algebraic Relationships
Legend			Avg. # of Points / % Achieved																		
--- = No Data Reported For Fewer Than Five Students																					
Students Tested	19	100	19	1454	12	63	7	37	5	26	1	5	3.7	37	5.3	44	4.8	37	2.5	51	
Students Not Tested																					
Absent	0	0																			
Other	0	0																			
Total Documents Submitted	19	100																			
Male			8	1468	5	63	3	38	3	38	1	13	3.6	36	5.8	48	5.0	38	2.9	58	
Female			11	1444	7	64	4	36	2	18	0	0	3.7	37	5.0	42	4.7	36	2.3	45	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino			18	1454	12	67	6	33	5	28	1	6	3.6	36	5.4	45	4.8	37	2.6	51	
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged			15	1459	10	67	5	33	5	33	1	7	3.7	37	5.6	47	5.1	39	2.3	45	
Yes			15	1459	10	67	5	33	5	33	1	7	3.7	37	5.6	47	5.1	39	2.3	45	
No			4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A			19	1454	12	63	7	37	5	26	1	5	3.7	37	5.3	44	4.8	37	2.5	51	
Participants			19	1454	12	63	7	37	5	26	1	5	3.7	37	5.3	44	4.8	37	2.5	51	
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Yes			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No			19	1454	12	63	7	37	5	26	1	5	3.7	37	5.3	44	4.8	37	2.5	51	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual (EB)			19	1454	12	63	7	37	5	26	1	5	3.7	37	5.3	44	4.8	37	2.5	51	
Monitored 1st Year (M1), reclassified from EB			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year (M2), reclassified from EB			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year (M3), reclassified from EB			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year (M4), reclassified from EB			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB (Post Monitoring)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual (Non-EB)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual			19	1454	12	63	7	37	5	26	1	5	3.7	37	5.3	44	4.8	37	2.5	51	
Participants			19	1454	12	63	7	37	5	26	1	5	3.7	37	5.3	44	4.8	37	2.5	51	
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Participants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants			19	1454	12	63	7	37	5	26	1	5	3.7	37	5.3	44	4.8	37	2.5	51	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Yes			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No			17	1463	10	59	7	41	5	29	1	6	3.7	37	5.4	45	5.2	40	2.6	53	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Yes			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No			19	1454	12	63	7	37	5	26	1	5	3.7	37	5.3	44	4.8	37	2.5	51	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Participants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants			19	1454	12	63	7	37	5	26	1	5	3.7	37	5.3	44	4.8	37	2.5	51	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk			19	1454	12	63	7	37	5	26	1	5	3.7	37	5.3	44	4.8	37	2.5	51	
Yes			19	1454	12	63	7	37	5	26	1	5	3.7	37	5.3	44	4.8	37	2.5	51	
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 5 Reading Language Arts

Report Date: JULY 2025
Date of Testing: SPRING 2025

District: 101-921 TOMBALL ISD

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category												
					Number		Did Not Meet		Approaches		Meets		Masters		1		2
		Percent			#	%	#	%	#	%	#	%	Number of Points Possible				
													26		26		
					Avg. # of Points / % Achieved												
					#	%	#	%	#	%	#	%	#	%	#	%	
Students Tested			1751	100													
Students Not Tested																	
Absent		4	0														
Other		0	0														
Total Documents Submitted		1755	100														
Legend																	
--- = No Data Reported For Fewer Than Five Students																	
All Students			1751	1688	188	11	1563	89	1330	76	862	49	19.4	75	16.5	63	
Male			886	1680	109	12	777	88	653	74	427	48	19.1	74	16.3	63	
Female			864	1696	79	9	785	91	677	78	435	50	19.7	76	16.7	64	
No Information Provided			1	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino			616	1662	85	14	531	86	435	71	264	43	18.8	72	15.5	60	
American Indian or Alaska Native			7	1658	1	14	6	86	6	86	3	43	19.4	75	15.4	59	
Asian			169	1770	5	3	164	97	155	92	119	70	21.0	81	19.6	75	
Black or African American			103	1613	22	21	81	79	59	57	32	31	17.3	67	13.7	53	
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
White			778	1703	64	8	714	92	622	80	410	53	19.8	76	17.1	66	
Two or More Races			77	1658	11	14	66	86	52	68	33	43	18.7	72	15.3	59	
No Information Provided			1	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged			Yes	468	1608	97	21	371	79	269	57	133	28	17.3	66	13.7	53
			No	1283	1717	91	7	1192	93	1061	83	729	57	20.2	78	17.5	67
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	
Title I, Part A			Participants	554	1632	88	16	466	84	351	63	183	33	18.1	70	14.4	55
			Nonparticipants	1197	1713	100	8	1097	92	979	82	679	57	20.0	77	17.5	67
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	
Migrant			Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	
			No	1750	1688	188	11	1562	89	1330	76	862	49	19.4	75	16.5	63
			No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	
Identified as Emergent Bilingual (EB)																	
Monitored 1st Year (M1), reclassified from EB			77	1765	0	0	77	100	75	97	59	77	21.7	84	19.5	75	
Monitored 2nd Year (M2), reclassified from EB			6	1820	0	0	6	100	6	100	4	67	21.3	82	21.7	83	
Monitored 3rd Year (M3), reclassified from EB			7	1847	0	0	7	100	7	100	7	100	23.3	90	21.6	83	
Monitored 4th Year (M4), reclassified from EB			25	1828	0	0	25	100	25	100	23	92	22.8	88	21.4	82	
Former EB (Post Monitoring)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Non-Emergent Bilingual (Non-EB)			1412	1691	150	11	1262	89	1078	76	700	50	19.5	75	16.6	64	
No Information Provided			1	---	---	---	---	---	---	---	---	---	---	---	---	---	
Bilingual			Participants	104	1644	11	11	93	89	70	67	35	34	18.6	71	14.8	57
			Nonparticipants	1645	1691	176	11	1469	89	1260	77	827	50	19.4	75	16.6	64
			No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	
ESL			Participants	150	1638	23	15	127	85	102	68	57	38	18.1	70	14.9	57
			Nonparticipants	1600	1692	164	10	1436	90	1228	77	805	50	19.5	75	16.6	64
			No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	
Special Education			Yes	281	1512	124	44	157	56	87	31	30	11	14.5	56	9.9	38
			No	1470	1721	64	4	1406	96	1243	85	832	57	20.3	78	17.7	68
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	
Section 504			Yes	123	1660	9	7	114	93	94	76	40	33	19.0	73	15.6	60
			No	1627	1690	178	11	1449	89	1236	76	822	51	19.4	75	16.6	64
			No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	
Gifted/Talented			Participants	298	1852	1	0	297	100	297	100	278	93	22.9	88	21.8	84
			Nonparticipants	1453	1654	187	13	1266	87	1033	71	584	40	18.7	72	15.4	59
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	
At-Risk			Yes	498	1546	162	33	336	67	212	43	84	17	15.6	60	11.4	44
			No	1253	1744	26	2	1227	98	1118	89	778	62	20.9	80	18.5	71
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 5 Mathematics

Report Date: JULY 2025
Date of Testing: SPRING 2025

District: 101-921 TOMBALL ISD

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category																
					Number		Did Not Meet		Approaches		Meets		Masters		1		2		3		4
		Percent			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Students Tested	1773	100																			
Students Not Tested																					
Absent	6	0																			
Other	0	0																			
Total Documents Submitted	1779	100																			
Legend																					
--- = No Data Reported For Fewer Than Five Students																					
All Students	1773	1745	208	12	1565	88	1240	70	760	43	6.9	77	14.2	71	5.9	66	2.6	65			
Male	896	1770	108	12	788	88	657	73	442	49	7.0	78	14.5	73	6.3	70	2.7	68			
Female	876	1720	100	11	776	89	582	66	318	36	6.8	76	13.8	69	5.6	62	2.5	62			
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino	638	1707	95	15	543	85	399	63	226	35	6.6	73	13.4	67	5.4	61	2.4	61			
American Indian or Alaska Native	8	1653	2	25	6	75	5	63	1	13	6.3	69	12.6	63	4.9	54	1.8	44			
Asian	169	1889	5	3	164	97	158	93	126	75	8.1	90	17.2	86	7.2	80	3.2	79			
Black or African American	103	1655	26	25	77	75	54	52	24	23	6.0	66	12.2	61	4.7	52	2.1	53			
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
White	778	1761	63	8	715	92	576	74	356	46	7.2	80	14.5	72	6.2	69	2.7	67			
Two or More Races	76	1702	17	22	59	78	47	62	26	34	6.3	70	13.1	65	5.7	64	2.4	61			
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged	Yes 485	1654	112	23	373	77	241	50	113	23	6.0	67	12.0	60	4.9	54	2.2	55			
	No 1288	1779	96	7	1192	93	999	78	647	50	7.3	81	15.0	75	6.3	70	2.7	69			
	No Information Provided 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Title I, Part A	Participants 564	1683	103	18	461	82	317	56	163	29	6.4	71	12.6	63	5.3	59	2.3	58			
	Nonparticipants 1209	1774	105	9	1104	91	923	76	597	49	7.2	80	14.9	74	6.2	69	2.7	68			
	No Information Provided 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Migrant	Yes 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
	No 1772	1745	208	12	1564	88	1239	70	760	43	6.9	77	14.2	71	5.9	66	2.6	65			
	No Information Provided 1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Identified as Emergent Bilingual (EB)	246	1687	39	16	207	84	148	60	74	30	6.3	70	13.3	67	5.2	58	2.3	58			
Monitored 1st Year (M1), reclassified from EB	77	1857	0	0	77	100	72	94	48	62	7.9	87	17.0	85	6.9	76	3.2	80			
Monitored 2nd Year (M2), reclassified from EB	6	1953	0	0	6	100	6	100	5	83	8.3	93	17.5	88	8.2	91	3.3	83			
Monitored 3rd Year (M3), reclassified from EB	7	1914	0	0	7	100	7	100	6	86	8.1	90	17.3	86	7.7	86	3.9	96			
Monitored 4th Year (M4), reclassified from EB	25	1900	1	4	24	96	23	92	22	88	8.4	94	17.2	86	7.5	84	3.1	78			
Former EB (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Non-Emergent Bilingual (Non-EB)	1411	1745	167	12	1244	88	984	70	605	43	7.0	77	14.1	70	6.0	66	2.6	65			
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Bilingual	Participants 126	1698	19	15	107	85	78	62	40	32	6.4	71	13.5	67	5.2	58	2.4	60			
	Nonparticipants 1645	1749	188	11	1457	89	1161	71	719	44	7.0	78	14.2	71	6.0	66	2.6	65			
	No Information Provided 2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
ESL	Participants 151	1718	17	11	134	89	102	68	53	35	6.6	74	14.0	70	5.6	62	2.4	61			
	Nonparticipants 1621	1748	190	12	1431	88	1138	70	707	44	7.0	77	14.2	71	6.0	66	2.6	65			
	No Information Provided 1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Special Education	Yes 287	1565	126	44	161	56	78	27	37	13	5.0	56	9.5	48	3.9	44	1.7	42			
	No 1486	1780	82	6	1404	94	1162	78	723	49	7.3	81	15.1	75	6.3	70	2.8	69			
	No Information Provided 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Section 504	Yes 121	1713	13	11	108	89	82	68	37	31	6.7	74	13.6	68	5.7	64	2.5	61			
	No 1651	1747	194	12	1457	88	1158	70	723	44	7.0	77	14.2	71	5.9	66	2.6	65			
	No Information Provided 1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Gifted/Talented	Participants 298	1964	1	0	297	100	295	99	275	92	8.5	94	18.3	92	8.1	89	3.4	84			
	Nonparticipants 1475	1701	207	14	1268	86	945	64	485	33	6.6	74	13.3	67	5.5	61	2.4	61			
	No Information Provided 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
At-Risk	Yes 522	1601	174	33	348	67	195	37	85	16	5.4	60	10.8	54	4.2	47	1.9	47			
	No 1251	1805	34	3	1217	97	1045	84	675	54	7.6	84	15.6	78	6.6	74	2.9	72			
	No Information Provided 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 5 Science

Report Date: JULY 2025
Date of Testing: SPRING 2025

District: 101-921 TOMBALL ISD

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category																	
					Number Percent		Did Not Meet				Approaches				Meets				Masters			
					#	%	#	%	#	%	#	%	#	%	#	%	#	%	Number of Points Possible			
					Matter and Energy		Force, Motion, and Energy		Earth and Space		Organisms and Environments		6		9		10		14			
					Avg. # of Points / % Achieved																	
					#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
Legend		--- = No Data Reported For Fewer Than Five Students																				
All Students		1760	4106	261	15	1499	85	982	56	516	29	3.2	53	6.3	70	6.4	64	9.8	70			
Male		888	4158	121	14	767	86	523	59	305	34	3.2	53	6.5	72	6.7	67	9.9	71			
Female		871	4052	140	16	731	84	459	53	211	24	3.1	52	6.0	67	6.2	62	9.7	69			
No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Hispanic/Latino		626	3974	134	21	492	79	297	47	121	19	2.9	48	5.8	65	6.0	60	9.3	66			
American Indian or Alaska Native		8	4045	2	25	6	75	4	50	3	38	3.4	56	6.1	68	6.3	63	8.8	63			
Asian		170	4373	8	5	162	95	125	74	81	48	3.7	62	7.1	79	7.3	73	10.8	77			
Black or African American		103	3879	25	24	78	76	37	36	15	15	2.7	46	5.5	61	5.5	55	8.7	62			
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
White		776	4192	74	10	702	90	482	62	273	35	3.3	55	6.6	73	6.8	68	10.2	73			
Two or More Races		76	4009	18	24	58	76	36	47	22	29	3.0	50	5.8	64	6.1	61	9.4	67			
No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Economically Disadvantaged		Yes 478	3816	138	29	340	71	157	33	59	12	2.6	44	5.3	59	5.3	53	8.6	61			
No 1282		4214	123	10	1159	90	825	64	457	36	3.3	56	6.6	73	6.9	69	10.3	74				
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Title I, Part A		Participants 562	3918	133	24	429	76	231	41	99	18	2.8	47	5.6	62	5.7	57	9.1	65			
Nonparticipants 1198		4194	128	11	1070	89	751	63	417	35	3.3	55	6.6	73	6.8	68	10.1	72				
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Migrant		Yes 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No 1759		4106	261	15	1498	85	982	56	516	29	3.2	53	6.3	70	6.4	64	9.8	70				
No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Identified as Emergent Bilingual (EB)		234	3843	63	27	171	73	82	35	29	12	2.7	45	5.5	61	5.6	56	8.4	60			
Monitored 1st Year (M1), reclassified from EB		77	4386	1	1	76	99	61	79	34	44	3.4	56	7.4	82	7.5	75	11.1	79			
Monitored 2nd Year (M2), reclassified from EB		6	4670	0	0	6	100	6	100	2	33	4.0	67	7.5	83	8.3	83	11.5	82			
Monitored 3rd Year (M3), reclassified from EB		7	4652	0	0	7	100	7	100	6	86	3.6	60	8.3	92	8.6	86	12.4	89			
Monitored 4th Year (M4), reclassified from EB		25	4497	0	0	25	100	21	84	13	52	3.8	63	7.3	81	7.8	78	11.4	82			
Former EB (Post Monitoring)		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Non-Emergent Bilingual (Non-EB)		1410	4123	196	14	1214	86	805	57	432	31	3.2	53	6.3	70	6.5	65	9.9	71			
No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Bilingual		Participants 115	3824	36	31	79	69	41	36	12	10	2.4	40	5.5	61	5.4	54	8.6	62			
Nonparticipants 1643		4126	224	14	1419	86	941	57	504	31	3.2	53	6.3	70	6.5	65	9.9	71				
No Information Provided		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
ESL		Participants 150	3970	24	16	126	84	69	46	27	18	3.0	49	5.9	66	6.1	61	9.0	65			
Nonparticipants 1609		4119	236	15	1373	85	913	57	489	30	3.2	53	6.3	70	6.5	65	9.9	71				
No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Special Education		Yes 287	3642	131	46	156	54	67	23	24	8	2.4	40	4.8	53	4.7	47	7.5	53			
No 1473		4196	130	9	1343	91	915	62	492	33	3.3	55	6.6	73	6.8	68	10.3	73				
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Section 504		Yes 122	4077	16	13	106	87	65	53	29	24	3.1	52	6.3	70	6.3	63	9.7	69			
No 1637		4108	244	15	1393	85	917	56	487	30	3.2	53	6.3	70	6.4	64	9.8	70				
No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Gifted/Talented		Participants 298	4741	1	0	297	100	290	97	245	82	4.3	72	7.9	88	8.5	85	12.2	87			
Nonparticipants 1462		3976	260	18	1202	82	692	47	271	19	2.9	49	5.9	66	6.0	60	9.3	67				
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
At-Risk		Yes 510	3668	192	38	318	62	114	22	37	7	2.4	41	4.9	55	4.8	48	7.7	55			
No 1250		4284	69	6	1181	94	868	69	479	38	3.4	57	6.8	76	7.1	71	10.7	76				
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

Summary Report

Grade 5 Reading Language Arts

Report Date: JULY 2025
Date of Testing: SPRING 2025

District: 101-921 TOMBALL ISD

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category											
					1		2		Reading		Writing		Number of Points Possible		Avg. # of Points / % Achieved	
Number	Percent				Did Not Meet		Approaches		Meets		Masters		26		26	
					#	%	#	%	#	%	#	%	#	%	#	%
Students Tested	28	100														
Students Not Tested																
Absent	0	0														
Other	0	0														
Total Documents Submitted	28	100														
Legend																
--- = No Data Reported For Fewer Than Five Students																
All Students	28		S-1504	11	39	17	61	9	32	7	25	15.6	60	12.7	49	
Male	18		S-1485	8	44	10	56	5	28	3	17	15.2	58	11.8	45	
Female	10		S-1539	3	30	7	70	4	40	4	40	16.3	63	14.4	55	
No Information Provided	0															
Hispanic/Latino	27		S-1503	11	41	16	59	9	33	7	26	15.5	60	12.7	49	
American Indian or Alaska Native	1															
Asian	0															
Black or African American	0															
Native Hawaiian or Other Pacific Islander	0															
White	0															
Two or More Races	0															
No Information Provided	0															
Economically Disadvantaged	Yes	26	S-1487	11	42	15	58	7	27	5	19	15.0	58	12.1	46	
No	No	2														
No Information Provided	No Information Provided	0														
Title I, Part A	Participants	15	S-1429	9	60	6	40	2	13	2	13	13.2	51	9.7	37	
Nonparticipants	Nonparticipants	13	S-1591	2	15	11	85	7	54	5	38	18.3	70	16.2	62	
No Information Provided	No Information Provided	0														
Migrant	Yes	0														
No	No	28	S-1504	11	39	17	61	9	32	7	25	15.6	60	12.7	49	
No Information Provided	No Information Provided	0														
Identified as Emergent Bilingual (EB)		28	S-1504	11	39	17	61	9	32	7	25	15.6	60	12.7	49	
Monitored 1st Year (M1), reclassified from EB		0														
Monitored 2nd Year (M2), reclassified from EB		0														
Monitored 3rd Year (M3), reclassified from EB		0														
Monitored 4th Year (M4), reclassified from EB		0														
Former EB (Post Monitoring)		0														
Non-Emergent Bilingual (Non-EB)		0														
No Information Provided		0														
Bilingual	Participants	28	S-1504	11	39	17	61	9	32	7	25	15.6	60	12.7	49	
Nonparticipants	Nonparticipants	0														
No Information Provided	No Information Provided	0														
ESL	Participants	0														
Nonparticipants	Nonparticipants	28	S-1504	11	39	17	61	9	32	7	25	15.6	60	12.7	49	
No Information Provided	No Information Provided	0														
Special Education	Yes	6	S-1376	4	67	2	33	0	0	0	0	11.7	45	8.0	31	
No	No	22	S-1539	7	32	15	68	9	41	7	32	16.6	64	14.0	54	
No Information Provided	No Information Provided	0														
Section 504	Yes	0														
No	No	28	S-1504	11	39	17	61	9	32	7	25	15.6	60	12.7	49	
No Information Provided	No Information Provided	0														
Gifted/Talented	Participants	0														
Nonparticipants	Nonparticipants	28	S-1504	11	39	17	61	9	32	7	25	15.6	60	12.7	49	
No Information Provided	No Information Provided	0														
At-Risk	Yes	28	S-1504	11	39	17	61	9	32	7	25	15.6	60	12.7	49	
No	No	0														
No Information Provided	No Information Provided	0														



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

Summary Report

Grade 5 Mathematics

Report Date: JULY 2025
Date of Testing: SPRING 2025

District: 101-921 TOMBALL ISD

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category														
					Number Percent		Did Not Meet		Approaches		Meets		Masters		1	2	3	4	
				#	%	#	%	#	%	#	%	#	%	#	%	#	%		
Students Tested		6	100																
Students Not Tested																			
Absent		0	0																
Other		0	0																
Total Documents Submitted		6	100																
Legend																			
--- = No Data Reported For Fewer Than Five Students																			
All Students		6	1450	5	83	1	17	0	0	0	0	3.3	37	5.3	27	3.0	33	1.2	29
Male		5	1429	5	100	0	0	0	0	0	0	3.2	36	4.6	23	2.4	27	1.2	30
Female		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		6	1450	5	83	1	17	0	0	0	0	3.3	37	5.3	27	3.0	33	1.2	29
American Indian or Alaska Native		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes	6	1450	5	83	1	17	0	0	0	0	3.3	37	5.3	27	3.0	33	1.2	29
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	Participants	6	1450	5	83	1	17	0	0	0	0	3.3	37	5.3	27	3.0	33	1.2	29
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	6	1450	5	83	1	17	0	0	0	0	3.3	37	5.3	27	3.0	33	1.2	29
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual (EB)		6	1450	5	83	1	17	0	0	0	0	3.3	37	5.3	27	3.0	33	1.2	29
Monitored 1st Year (M1), reclassified from EB		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year (M2), reclassified from EB		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year (M3), reclassified from EB		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year (M4), reclassified from EB		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB (Post Monitoring)		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual (Non-EB)		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	Participants	6	1450	5	83	1	17	0	0	0	0	3.3	37	5.3	27	3.0	33	1.2	29
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	6	1450	5	83	1	17	0	0	0	0	3.3	37	5.3	27	3.0	33	1.2	29
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	6	1450	5	83	1	17	0	0	0	0	3.3	37	5.3	27	3.0	33	1.2	29
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	6	1450	5	83	1	17	0	0	0	0	3.3	37	5.3	27	3.0	33	1.2	29
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	6	1450	5	83	1	17	0	0	0	0	3.3	37	5.3	27	3.0	33	1.2	29
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	Yes	6	1450	5	83	1	17	0	0	0	0	3.3	37	5.3	27	3.0	33	1.2	29
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

Summary Report

Grade 5 Science

Report Date: JULY 2025
Date of Testing: SPRING 2025

District: 101-921 TOMBALL ISD

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category													
					Number Percent		Did Not Meet		Approaches		Meets		Masters		1	2	3	4
					#	%	#	%	#	%	#	%	#	%	#	%	#	%
Students Tested	17	100																
Students Not Tested																		
Absent	0	0																
Other	0	0																
Total Documents Submitted	17	100																
Legend																		
--- = No Data Reported For Fewer Than Five Students																		
All Students	17	3618	7	41	10	59	3	18	2	12	1.6	26	4.8	53	4.8	48	7.7	55
Male	13	3515	7	54	6	46	1	8	1	8	1.5	26	4.2	46	4.2	42	7.3	52
Female	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	17	3618	7	41	10	59	3	18	2	12	1.6	26	4.8	53	4.8	48	7.7	55
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes 15 No 2 No Information Provided 0	3533	7	47	8	53	1	7	1	7	1.5	24	4.4	49	4.5	45	7.1	51
Title I, Part A	Participants 7 Nonparticipants 10 No Information Provided 0	3227 3892	5 2	71 20	2 8	29 80	0 3	0 30	0 2	0 20	1.1 1.9	19 32	3.0 6.0	33 67	3.1 6.0	31 60	5.7 9.1	41 65
Migrant	Yes 0 No 17 No Information Provided 0	3618	7	41	10	59	3	18	2	12	1.6	26	4.8	53	4.8	48	7.7	55
Identified as Emergent Bilingual (EB)	17	3618	7	41	10	59	3	18	2	12	1.6	26	4.8	53	4.8	48	7.7	55
Monitored 1st Year (M1), reclassified from EB	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year (M2), reclassified from EB	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year (M3), reclassified from EB	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year (M4), reclassified from EB	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual (Non-EB)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	Participants 17 Nonparticipants 0 No Information Provided 0	3618	7	41	10	59	3	18	2	12	1.6	26	4.8	53	4.8	48	7.7	55
ESL	Participants 0 Nonparticipants 17 No Information Provided 0	3618	7	41	10	59	3	18	2	12	1.6	26	4.8	53	4.8	48	7.7	55
Special Education	Yes 1 No 16 No Information Provided 0	3654	6	38	10	63	3	19	2	13	1.6	26	4.9	55	4.9	49	8.0	57
Section 504	Yes 0 No 17 No Information Provided 0	3618	7	41	10	59	3	18	2	12	1.6	26	4.8	53	4.8	48	7.7	55
Gifted/Talented	Participants 0 Nonparticipants 17 No Information Provided 0	3618	7	41	10	59	3	18	2	12	1.6	26	4.8	53	4.8	48	7.7	55
At-Risk	Yes 17 No 0 No Information Provided 0	3618	7	41	10	59	3	18	2	12	1.6	26	4.8	53	4.8	48	7.7	55



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 6 Reading Language Arts

Report Date: JULY 2025
Date of Testing: SPRING 2025

District: 101-921 TOMBALL ISD

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category											
					Did Not Meet				Approaches				Meets			
Number	Percent				#	%	#	%	#	%	#	%	1		2	
					Reading				Writing							
					Number of Points Possible				Number of Points Possible							
					29				27							
					Avg. # of Points / % Achieved				Avg. # of Points / % Achieved							
Legend					#	%	#	%	#	%	#	%	#	%	#	%
--- = No Data Reported For Fewer Than Five Students																
All Students			1819	1738	212	12	1607	88	1399	77	918	50	19.9	69	18.1	67
Male			906	1718	136	15	770	85	654	72	417	46	19.5	67	17.2	64
Female			913	1758	76	8	837	92	745	82	501	55	20.4	70	19.1	71
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino			640	1702	108	17	532	83	437	68	262	41	18.6	64	16.7	62
American Indian or Alaska Native			5	1702	0	0	5	100	4	80	2	40	18.8	65	17.6	65
Asian			171	1816	10	6	161	94	153	89	122	71	22.3	77	21.1	78
Black or African American			119	1703	21	18	98	82	78	66	48	40	18.7	64	16.5	61
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---
White			803	1756	67	8	736	92	665	83	447	56	20.7	71	19.0	70
Two or More Races			81	1732	6	7	75	93	62	77	37	46	20.0	69	17.6	65
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged																
Yes			518	1660	134	26	384	74	305	59	166	32	17.2	59	14.9	55
No			1301	1769	78	6	1223	94	1094	84	752	58	21.0	73	19.5	72
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A																
Participants			609	1685	115	19	494	81	394	65	217	36	18.2	63	15.9	59
Nonparticipants			1210	1765	97	8	1113	92	1005	83	701	58	20.8	72	19.3	71
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant																
Yes			0	---	---	---	---	---	---	---	---	---	---	---	---	---
No			1819	1738	212	12	1607	88	1399	77	918	50	19.9	69	18.1	67
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual (EB)																
Monitored 1st Year (M1), reclassified from EB			209	1592	77	37	132	63	86	41	31	15	14.7	51	11.9	44
Monitored 2nd Year (M2), reclassified from EB			95	1783	0	0	95	100	89	94	57	60	21.6	74	20.5	76
Monitored 3rd Year (M3), reclassified from EB			18	1923	0	0	18	100	18	100	17	94	24.3	84	24.9	92
Monitored 4th Year (M4), reclassified from EB			15	1864	0	0	15	100	15	100	15	100	24.0	83	23.9	88
Former EB (Post Monitoring)			2	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual (Non-EB)																
Former EB (Post Monitoring)			33	1904	0	0	33	100	33	100	29	88	25.1	86	23.5	87
Non-Emergent Bilingual (Non-EB)			1446	1749	135	9	1311	91	1156	80	768	53	20.4	70	18.6	69
No Information Provided			1	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual																
Participants			102	1575	48	47	54	53	33	32	16	16	13.9	48	11.0	41
Nonparticipants			1716	1748	164	10	1552	90	1366	80	902	53	20.3	70	18.6	69
No Information Provided			1	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL																
Participants			116	1630	27	23	89	77	61	53	21	18	16.2	56	13.7	51
Nonparticipants			1702	1746	185	11	1517	89	1338	79	897	53	20.2	70	18.5	68
No Information Provided			1	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education																
Yes			241	1547	114	47	127	53	70	29	20	8	13.4	46	10.0	37
No			1578	1767	98	6	1480	94	1329	84	898	57	20.9	72	19.4	72
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504																
Yes			170	1707	15	9	155	91	129	76	63	37	19.5	67	16.8	62
No			1648	1741	197	12	1451	88	1270	77	855	52	20.0	69	18.3	68
No Information Provided			1	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented																
Participants			280	1901	0	0	280	100	280	100	265	95	24.7	85	24.1	89
Nonparticipants			1539	1709	212	14	1327	86	1119	73	653	42	19.1	66	17.1	63
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk																
Yes			579	1597	194	34	385	66	247	43	90	16	15.2	52	12.3	45
No			1240	1804	18	1	1222	99	1152	93	828	67	22.2	77	20.9	77
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 6 Mathematics

District: 101-921 TOMBALL ISD

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		Did Not Meet		Approaches		Meets		Masters		1		2		3		4
					#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Students Tested	1824	100																			
Students Not Tested																					
Absent	5	0																			
Other	0	0																			
Total Documents Submitted	1829	100																			
Legend																					
--- = No Data Reported For Fewer Than Five Students																					
All Students	1824	1851	150	8	1674	92	1265	69	760	42	8.0	73	10.1	67	4.5	64	6.9	69			
Male	905	1859	87	10	818	90	651	72	393	43	8.1	74	10.2	68	4.6	66	7.1	71			
Female	919	1843	63	7	856	93	614	67	367	40	7.9	72	10.0	67	4.4	63	6.8	68			
No Information Provided	0																				
Hispanic/Latino	642	1806	61	10	581	90	383	60	194	30	7.6	69	9.3	62	4.2	59	6.3	63			
American Indian or Alaska Native	5	1860	0	0	5	100	3	60	2	40	7.8	71	10.0	67	3.8	54	7.4	74			
Asian	172	1981	6	3	166	97	148	86	120	70	9.3	84	12.2	82	5.3	76	8.2	82			
Black or African American	119	1800	21	18	98	82	67	56	39	33	7.4	67	9.1	61	3.9	55	6.3	63			
Native Hawaiian or Other Pacific Islander	0																				
White	806	1865	60	7	746	93	606	75	372	46	8.2	75	10.4	69	4.7	67	7.3	73			
Two or More Races	80	1868	2	3	78	98	58	73	33	41	8.3	75	10.2	68	4.7	67	7.2	72			
No Information Provided	0																				
Economically Disadvantaged	Yes	518	1779	77	15	441	85	277	53	132	25	7.2	65	8.8	59	4.0	57	6.0	60		
	No	1306	1879	73	6	1233	94	988	76	628	48	8.4	76	10.6	71	4.7	67	7.3	73		
	No Information Provided	0																			
Title I, Part A	Participants	609	1814	79	13	530	87	362	59	211	35	7.5	68	9.3	62	4.3	61	6.5	65		
	Nonparticipants	1215	1869	71	6	1144	94	903	74	549	45	8.3	75	10.5	70	4.6	66	7.2	72		
	No Information Provided	0																			
Migrant	Yes	0																			
	No	1824	1851	150	8	1674	92	1265	69	760	42	8.0	73	10.1	67	4.5	64	6.9	69		
	No Information Provided	0																			
Identified as Emergent Bilingual (EB)		210	1738	31	15	179	85	90	43	29	14	6.7	61	8.1	54	3.7	53	5.3	53		
Monitored 1st Year (M1), reclassified from EB		95	1914	0	0	95	100	83	87	54	57	8.9	81	11.4	76	4.9	69	7.9	79		
Monitored 2nd Year (M2), reclassified from EB		18	2033	0	0	18	100	17	94	15	83	9.3	85	13.2	88	5.8	83	9.0	90		
Monitored 3rd Year (M3), reclassified from EB		15	1985	0	0	15	100	15	100	12	80	9.6	87	12.6	84	5.7	82	8.7	87		
Monitored 4th Year (M4), reclassified from EB		2																			
Former EB (Post Monitoring)		33	2068	0	0	33	100	32	97	30	91	10.2	93	13.4	89	5.8	82	9.2	92		
Non-Emergent Bilingual (Non-EB)		1450	1855	119	8	1331	92	1026	71	620	43	8.1	73	10.2	68	4.5	65	7.0	70		
No Information Provided		1																			
Bilingual	Participants	103	1748	17	17	86	83	41	40	18	17	6.7	61	8.2	54	3.7	54	5.4	54		
	Nonparticipants	1720	1857	133	8	1587	92	1224	71	742	43	8.1	74	10.2	68	4.5	65	7.0	70		
	No Information Provided	1																			
ESL	Participants	116	1757	12	10	104	90	58	50	21	18	6.9	62	8.5	57	4.0	57	5.6	56		
	Nonparticipants	1707	1858	138	8	1569	92	1207	71	739	43	8.1	74	10.2	68	4.5	65	7.0	70		
	No Information Provided	1																			
Special Education	Yes	241	1671	80	33	161	67	49	20	22	9	5.8	53	6.5	44	3.1	44	4.3	43		
	No	1583	1878	70	4	1513	96	1216	77	738	47	8.4	76	10.6	71	4.7	67	7.4	74		
	No Information Provided	0																			
Section 504	Yes	169	1789	11	7	158	93	96	57	38	22	7.2	65	9.0	60	4.0	58	6.4	64		
	No	1654	1857	139	8	1515	92	1169	71	722	44	8.1	74	10.2	68	4.5	65	7.0	70		
	No Information Provided	1																			
Gifted/Talented	Participants	281	2086	0	0	281	100	278	99	261	93	10.1	92	13.7	91	6.1	87	9.2	92		
	Nonparticipants	1543	1808	150	10	1393	90	987	64	499	32	7.6	69	9.4	63	4.2	60	6.5	65		
	No Information Provided	0																			
At-Risk	Yes	579	1709	124	21	455	79	205	35	71	12	6.3	57	7.5	50	3.4	49	5.1	51		
	No	1245	1917	26	2	1219	98	1060	85	689	55	8.8	80	11.3	75	5.0	71	7.8	78		
	No Information Provided	0																			



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 7 Mathematics

Report Date: JULY 2025
Date of Testing: SPRING 2025

District: 101-921 TOMBALL ISD

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category				Number of Points Possible				Avg. # of Points / % Achieved								
					1		2		3		4		7		17		15		7		
Number Percent			#	%	Did Not Meet		Approaches		Meets		Masters		Probability and Numerical Representations		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy		
Students Tested					# %		# %		# %		# %		# %		# %		# %		# %		# %
Students Tested			859	99	314	37	545	63	277	32	48	6	3.4	49	7.8	46	6.8	45	4.1	58	
Students Not Tested																					
Absent			6	1																	
Other			0	0																	
Total Documents Submitted			865	100																	
Legend																					
--- = No Data Reported For Fewer Than Five Students																					
All Students			859	1752	314	37	545	63	277	32	48	6	3.4	49	7.8	46	6.8	45	4.1	58	
Male			402	1763	134	33	268	67	153	38	23	6	3.7	53	8.0	47	7.0	47	4.2	60	
Female			457	1742	180	39	277	61	124	27	25	5	3.1	45	7.6	45	6.7	45	3.9	56	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino			367	1744	152	41	215	59	99	27	21	6	3.2	46	7.6	45	6.5	44	3.9	56	
American Indian or Alaska Native			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian			46	1858	3	7	43	93	33	72	10	22	4.4	63	10.4	61	9.2	61	5.3	75	
Black or African American			75	1725	35	47	40	53	16	21	2	3	3.0	43	6.9	41	6.4	42	3.7	53	
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
White			336	1754	110	33	226	67	118	35	15	4	3.6	51	7.8	46	6.9	46	4.1	59	
Two or More Races			33	1739	12	36	21	64	11	33	0	0	3.2	45	7.7	45	6.8	45	4.1	59	
No Information Provided			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged			Yes	378	1735	173	46	205	54	94	25	15	4	3.1	45	7.4	43	6.3	42	3.9	56
No			481	1766	141	29	340	71	183	38	33	7	3.6	52	8.1	48	7.2	48	4.2	60	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Title I, Part A			Participants	264	1705	145	55	119	45	41	16	3	1	3.0	42	6.8	40	5.3	35	3.6	52
Nonparticipants			595	1773	169	28	426	72	236	40	45	8	3.6	51	8.2	48	7.5	50	4.3	61	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Migrant			Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No			859	1752	314	37	545	63	277	32	48	6	3.4	49	7.8	46	6.8	45	4.1	58	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Identified as Emergent Bilingual (EB)			160	1736	70	44	90	56	47	29	7	4	3.2	45	7.4	43	6.3	42	4.0	56	
Monitored 1st Year (M1), reclassified from EB			26	1871	3	12	23	88	16	62	8	31	4.4	63	10.8	63	9.5	63	4.9	70	
Monitored 2nd Year (M2), reclassified from EB			8	1793	1	13	7	88	4	50	0	0	4.3	61	9.1	54	7.4	49	4.5	64	
Monitored 3rd Year (M3), reclassified from EB			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 4th Year (M4), reclassified from EB			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Former EB (Post Monitoring)			9	1749	3	33	6	67	2	22	0	0	3.2	46	8.1	48	6.2	41	4.2	60	
Non-Emergent Bilingual (Non-EB)			655	1751	236	36	419	64	208	32	33	5	3.4	49	7.7	45	6.8	46	4.0	58	
No Information Provided			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Bilingual			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Nonparticipants			858	1752	313	36	545	64	277	32	48	6	3.4	49	7.8	46	6.8	46	4.1	58	
No Information Provided			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
ESL			Participants	154	1737	66	43	88	57	46	30	7	5	3.2	45	7.4	44	6.4	43	4.0	57
Nonparticipants			704	1755	247	35	457	65	231	33	41	6	3.5	49	7.8	46	6.9	46	4.1	58	
No Information Provided			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Special Education			Yes	168	1697	101	60	67	40	25	15	6	4	2.8	40	6.5	38	5.3	35	3.4	49
No			690	1766	212	31	478	69	252	37	42	6	3.6	51	8.1	48	7.2	48	4.2	60	
No Information Provided			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Section 504			Yes	109	1734	42	39	67	61	29	27	3	3	3.2	45	7.5	44	6.6	44	3.8	54
No			749	1755	271	36	478	64	248	33	45	6	3.4	49	7.8	46	6.9	46	4.1	58	
No Information Provided			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Gifted/Talented			Participants	7	1864	0	0	7	100	5	71	0	0	5.0	71	9.7	57	9.7	65	5.9	84
Nonparticipants			852	1751	314	37	538	63	272	32	48	6	3.4	48	7.8	46	6.8	45	4.0	58	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
At-Risk			Yes	406	1715	207	51	199	49	89	22	11	3	3.0	42	7.0	41	5.9	39	3.6	52
No			453	1786	107	24	346	76	188	42	37	8	3.8	54	8.5	50	7.6	51	4.5	64	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 8 Reading Language Arts

Report Date: JULY 2025
Date of Testing: SPRING 2025

District: 101-921 TOMBALL ISD

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category												
					1		2		Reading		Writing		Number of Points Possible				
Number	Percent				Did Not Meet		Approaches		Meets		Masters		30	26			
Legend			Avg. # of Points / % Achieved														
--- = No Data Reported For Fewer Than Five Students			#	%	#	%	#	%	#	%	#	%	#	%			
Students Tested	1783	100	1783	1794	148	8	1635	92	1357	76	907	51	20.3	68	17.6	68	
Students Not Tested																	
Absent	2	0															
Other	0	0															
Total Documents Submitted	1785	100															
All Students			1783	1794	148	8	1635	92	1357	76	907	51	20.3	68	17.6	68	
Male			897	1774	93	10	804	90	655	73	408	45	19.7	66	16.9	65	
Female			886	1814	55	6	831	94	702	79	499	56	20.9	70	18.3	71	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino			643	1763	80	12	563	88	423	66	276	43	19.2	64	16.3	63	
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian			156	1861	6	4	150	96	144	92	115	74	22.2	74	20.7	79	
Black or African American			110	1747	16	15	94	85	74	67	36	33	18.7	62	15.5	60	
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
White			789	1813	39	5	750	95	651	83	440	56	21.1	70	18.4	71	
Two or More Races			81	1781	7	9	74	91	62	77	37	46	20.1	67	17.4	67	
No Information Provided			4	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged			Yes	534	1720	91	17	443	83	309	58	160	30	17.8	59	14.6	56
			No	1249	1825	57	5	1192	95	1048	84	747	60	21.4	71	18.9	73
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	
Title I, Part A			Participants	484	1726	80	17	404	83	283	58	163	34	18.1	60	14.7	56
			Nonparticipants	1299	1819	68	5	1231	95	1074	83	744	57	21.1	70	18.7	72
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	
Migrant			Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	
			No	1783	1794	148	8	1635	92	1357	76	907	51	20.3	68	17.6	68
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	
Identified as Emergent Bilingual (EB)			199	1650	64	32	135	68	67	34	24	12	15.0	50	11.3	43	
Monitored 1st Year (M1), reclassified from EB			79	1816	0	0	79	100	72	91	46	58	21.2	71	19.4	75	
Monitored 2nd Year (M2), reclassified from EB			18	1879	0	0	18	100	18	100	15	83	23.6	79	21.2	81	
Monitored 3rd Year (M3), reclassified from EB			17	1853	0	0	17	100	17	100	10	59	22.6	75	20.5	79	
Monitored 4th Year (M4), reclassified from EB			7	1921	0	0	7	100	7	100	7	100	24.3	81	22.4	86	
Former EB (Post Monitoring)			67	1917	0	0	67	100	67	100	60	90	23.7	79	22.8	88	
Non-Emergent Bilingual (Non-EB)			1396	1805	84	6	1312	94	1109	79	745	53	20.7	69	18.1	70	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Bilingual			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	
			Nonparticipants	1783	1794	148	8	1635	92	1357	76	907	51	20.3	68	17.6	68
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	
ESL			Participants	193	1647	64	33	129	67	63	33	22	11	14.9	50	11.1	43
			Nonparticipants	1590	1812	84	5	1506	95	1294	81	885	56	21.0	70	18.4	71
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	
Special Education			Yes	176	1622	66	38	110	63	54	31	19	11	14.4	48	10.0	39
			No	1605	1813	81	5	1524	95	1302	81	888	55	20.9	70	18.5	71
			No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	
Section 504			Yes	212	1759	19	9	193	91	153	72	80	38	19.3	64	16.4	63
			No	1570	1799	128	8	1442	92	1204	77	827	53	20.4	68	17.8	68
			No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	
Gifted/Talented			Participants	240	1936	1	0	239	100	238	99	213	89	24.4	81	22.6	87
			Nonparticipants	1543	1772	147	10	1396	90	1119	73	694	45	19.6	65	16.9	65
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	
At-Risk			Yes	513	1691	115	22	398	78	245	48	113	22	16.6	55	13.3	51
			No	1270	1835	33	3	1237	97	1112	88	794	63	21.8	73	19.4	75
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 8 Mathematics

Report Date: JULY 2025
Date of Testing: SPRING 2025

District: 101-921 TOMBALL ISD

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category															
					Number Percent		Did Not Meet		Approaches		Meets		Masters		1		2		3	
												Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy		
												3		17		20		8		
												# %		# %		# %		# %		
												# %		# %		# %		# %		
												# %		# %		# %		# %		
												# %		# %		# %		# %		
Students Tested		1987	100																	
Students Not Tested																				
Absent		7	0																	
Other		0	0																	
Total Documents Submitted		1994	100																	
Legend		--- = No Data Reported For Fewer Than Five Students																		
All Students		1987	1971	175	9	1812	91	1520	76	754	38	2.0	65	11.4	67	12.7	63	5.9	74	
Male		999	1972	79	8	920	92	767	77	384	38	2.0	67	11.3	67	12.7	64	6.0	75	
Female		988	1970	96	10	892	90	753	76	370	37	1.9	64	11.5	68	12.6	63	5.9	73	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino		702	1938	87	12	615	88	483	69	216	31	1.8	61	10.7	63	11.7	58	5.7	71	
American Indian or Alaska Native		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian		169	2112	2	1	167	99	160	95	126	75	2.3	76	14.0	82	16.1	80	6.9	87	
Black or African American		121	1932	16	13	105	87	75	62	36	30	1.8	61	10.6	62	11.6	58	5.3	66	
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
White		892	1978	58	7	834	93	730	82	344	39	2.0	67	11.6	68	13.0	65	6.1	76	
Two or More Races		102	1950	12	12	90	88	71	70	32	31	1.9	62	11.0	65	12.0	60	5.6	70	
No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged		Yes	590	1918	90	15	500	85	381	65	152	26	1.8	59	10.3	61	11.1	55	5.4	67
		No	1397	1993	85	6	1312	94	1139	82	602	43	2.0	68	11.8	70	13.3	67	6.2	77
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Title I, Part A		Participants	540	1891	98	18	442	82	316	59	101	19	1.6	54	9.9	58	10.4	52	5.0	63
		Nonparticipants	1447	2001	77	5	1370	95	1204	83	653	45	2.1	69	12.0	70	13.5	68	6.3	79
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Migrant		Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
		No	1987	1971	175	9	1812	91	1520	76	754	38	2.0	65	11.4	67	12.7	63	5.9	74
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Identified as Emergent Bilingual (EB)		223	1869	50	22	173	78	110	49	38	17	1.7	55	9.3	55	9.3	47	5.0	62	
Monitored 1st Year (M1), reclassified from EB		86	2002	2	2	84	98	75	87	38	44	2.2	73	12.3	72	13.4	67	6.3	79	
Monitored 2nd Year (M2), reclassified from EB		24	2040	0	0	24	100	21	88	15	63	2.1	71	13.0	76	15.1	75	6.2	77	
Monitored 3rd Year (M3), reclassified from EB		17	2023	0	0	17	100	15	88	10	59	2.2	75	12.6	74	14.1	70	6.5	82	
Monitored 4th Year (M4), reclassified from EB		7	2182	0	0	7	100	7	100	6	86	2.4	81	15.1	89	17.3	86	7.9	98	
Former EB (Post Monitoring)		53	2139	1	2	52	98	52	98	42	79	2.4	81	14.5	85	16.8	84	7.0	87	
Non-Emergent Bilingual (Non-EB)		1577	1975	122	8	1455	92	1240	79	605	38	2.0	65	11.5	67	12.9	64	6.0	75	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Bilingual		Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
		Nonparticipants	1987	1971	175	9	1812	91	1520	76	754	38	2.0	65	11.4	67	12.7	63	5.9	74
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
ESL		Participants	211	1865	50	24	161	76	102	48	34	16	1.6	55	9.2	54	9.2	46	4.9	61
		Nonparticipants	1776	1983	125	7	1651	93	1418	80	720	41	2.0	66	11.7	69	13.1	65	6.1	76
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Special Education		Yes	177	1818	62	35	115	65	54	31	23	13	1.4	45	7.9	47	8.1	40	4.3	54
		No	1808	1966	112	6	1696	94	1466	81	731	40	2.0	67	11.7	69	13.1	66	6.1	76
No Information Provided		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Section 504		Yes	234	1937	27	12	207	88	162	69	61	26	1.8	59	10.6	63	11.6	58	5.8	73
		No	1752	1976	147	8	1605	92	1358	78	693	40	2.0	66	11.5	68	12.8	64	6.0	75
No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Gifted/Talented		Participants	236	2141	0	0	236	100	234	99	191	81	2.4	80	14.6	86	16.9	84	7.2	90
		Nonparticipants	1751	1948	175	10	1576	90	1286	73	563	32	1.9	63	11.0	64	12.1	61	5.8	72
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
At-Risk		Yes	551	1877	111	20	440	80	294	53	101	18	1.7	55	9.5	56	9.7	48	5.0	63
		No	1436	2007	64	4	1372	96	1226	85	653	45	2.1	69	12.1	71	13.8	69	6.3	79
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 8 Social Studies

Report Date: JULY 2025
Date of Testing: SPRING 2025

District: 101-921 TOMBALL ISD

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet	Approaches	Meets	Masters	Results for Each Reporting Category									
									1	2	3	4	History		Geography and Culture		Government and Citizenship	
Number	Percent				#	%	#	%	#	%	#	%	#	%	#	%	#	%
Students Tested	1783	100																
Students Not Tested																		
Absent	2	0																
Other	0	0																
Total Documents Submitted	1785	100																
Legend			--- = No Data Reported For Fewer Than Five Students															
All Students	1783	4018	447	25	1336	75	885	50	525	29	12.3	65	6.0	60	6.1	47	4.2	60
Male	897	4060	201	22	696	78	479	53	280	31	12.6	66	6.1	61	6.2	48	4.4	63
Female	886	3976	246	28	640	72	406	46	245	28	11.9	63	5.9	59	6.1	47	4.0	57
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	644	3870	217	34	427	66	271	42	141	22	11.3	60	5.6	56	5.5	43	3.8	54
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	156	4428	10	6	146	94	116	74	80	51	14.7	77	7.2	72	7.7	59	4.9	71
Black or African American	110	3815	40	36	70	64	35	32	15	14	10.9	57	5.3	53	5.1	39	3.7	53
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	788	4086	161	20	627	80	421	53	263	33	12.7	67	6.2	62	6.5	50	4.4	63
Two or More Races	81	4006	19	23	62	77	40	49	24	30	12.4	65	5.9	59	6.1	47	4.1	59
No Information Provided	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes 533	3715	223	42	310	58	160	30	71	13	10.3	54	5.0	50	4.9	38	3.5	50
	No 1250	4147	224	18	1026	82	725	58	454	36	13.1	69	6.5	65	6.7	51	4.5	64
	No Information Provided 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	Participants 483	3693	210	43	273	57	128	27	62	13	10.2	54	4.8	48	4.7	36	3.5	50
	Nonparticipants 1300	4139	237	18	1063	82	757	58	463	36	13.0	68	6.5	65	6.7	51	4.4	63
	No Information Provided 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	Yes 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No 1783	4018	447	25	1336	75	885	50	525	29	12.3	65	6.0	60	6.1	47	4.2	60
	No Information Provided 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual (EB)	199	3485	121	61	78	39	37	19	11	6	8.6	45	4.3	43	4.1	31	2.8	41
Monitored 1st Year (M1), reclassified from EB	79	4108	10	13	69	87	45	57	24	30	13.0	69	6.6	66	6.2	48	4.5	65
Monitored 2nd Year (M2), reclassified from EB	18	4293	1	6	17	94	14	78	6	33	14.8	78	7.4	74	6.8	52	4.6	65
Monitored 3rd Year (M3), reclassified from EB	17	4449	0	0	17	100	13	76	10	59	15.0	79	7.8	78	8.4	64	5.1	72
Monitored 4th Year (M4), reclassified from EB	7	4649	0	0	7	100	6	86	3	43	15.7	83	8.1	81	8.4	65	5.3	76
Former EB (Post Monitoring)	68	4576	0	0	68	100	58	85	42	62	15.8	83	7.8	78	8.4	65	5.2	74
Non-Emergent Bilingual (Non-EB)	1395	4050	315	23	1080	77	712	51	429	31	12.5	66	6.1	61	6.3	48	4.3	61
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	Participants 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants 1783	4018	447	25	1336	75	885	50	525	29	12.3	65	6.0	60	6.1	47	4.2	60
	No Information Provided 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	Participants 193	3471	119	62	74	38	34	18	10	5	8.5	45	4.2	42	4.0	31	2.8	40
	Nonparticipants 1590	4085	328	21	1262	79	851	54	515	32	12.7	67	6.3	63	6.4	49	4.3	62
	No Information Provided 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	Yes 176	3446	121	69	55	31	24	14	17	10	8.1	43	4.0	40	4.0	31	2.9	42
	No 1605	4082	324	20	1281	80	861	54	508	32	12.7	67	6.3	63	6.4	49	4.3	62
	No Information Provided 2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504	Yes 211	3873	66	31	145	69	75	36	46	22	11.3	59	5.5	55	5.6	43	3.9	56
	No 1571	4038	380	24	1191	76	810	52	479	30	12.4	65	6.1	61	6.2	48	4.2	60
	No Information Provided 1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	Participants 241	4723	6	2	235	98	212	88	178	74	16.2	85	8.0	80	9.1	70	5.6	80
	Nonparticipants 1542	3908	441	29	1101	71	673	44	347	23	11.6	61	5.7	57	5.7	44	4.0	56
	No Information Provided 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	Yes 512	3612	268	52	244	48	127	25	57	11	9.4	50	4.7	47	4.5	35	3.2	46
	No 1271	4182	179	14	1092	86	758	60	468	37	13.4	71	6.6	66	6.8	52	4.6	65
	No Information Provided 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 8 Science

Report Date: JULY 2025
Date of Testing: SPRING 2025

District: 101-921 TOMBALL ISD

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category																
					Number		Did Not Meet		Approaches		Meets		Masters		1		2		3		4
		Percent			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Students Tested	1777	100																			
Students Not Tested																					
Absent	7	0																			
Other	0	0																			
Total Documents Submitted	1784	100																			
Legend																					
--- = No Data Reported For Fewer Than Five Students																					
All Students	1777		4385		176	10	1601	90	1261	71	668	38	7.4	67	5.8	53	8.4	70	8.4	70	
Male	892		4430		83	9	809	91	651	73	365	41	7.3	67	6.2	57	8.6	72	8.5	71	
Female	885		4340		93	11	792	89	610	69	303	34	7.5	68	5.5	50	8.3	69	8.3	69	
No Information Provided	0		---		---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino	644		4220		88	14	556	86	398	62	178	28	6.9	62	5.3	48	8.0	66	7.9	65	
American Indian or Alaska Native	0		---		---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian	154		4774		1	1	153	99	137	89	97	63	8.5	78	7.1	64	9.8	82	9.4	78	
Black or African American	110		4084		21	19	89	81	60	55	22	20	6.3	58	4.7	43	7.7	64	7.3	60	
Native Hawaiian or Other Pacific Islander	0		---		---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
White	785		4492		54	7	731	93	607	77	336	43	7.8	71	6.3	57	8.7	72	8.8	73	
Two or More Races	80		4319		12	15	68	85	55	69	33	41	7.1	64	5.7	52	8.4	70	8.2	68	
No Information Provided	4		---		---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged	Yes	532	4084		95	18	437	82	284	53	113	21	6.5	59	4.9	45	7.4	62	7.3	61	
	No	1245	4514		81	7	1164	93	977	78	555	45	7.8	71	6.2	57	8.9	74	8.8	74	
	No Information Provided	0	---		---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Title I, Part A	Participants	481	4167		89	19	392	81	277	58	131	27	6.8	62	5.1	47	7.4	62	7.7	64	
	Nonparticipants	1296	4466		87	7	1209	93	984	76	537	41	7.6	69	6.1	56	8.8	74	8.6	72	
	No Information Provided	0	---		---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Migrant	Yes	0	---		---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
	No	1777	4385		176	10	1601	90	1261	71	668	38	7.4	67	5.8	53	8.4	70	8.4	70	
	No Information Provided	0	---		---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Identified as Emergent Bilingual (EB)		198	3818		54	27	144	73	72	36	11	6	5.3	48	4.0	37	6.8	56	6.3	52	
Monitored 1st Year (M1), reclassified from EB		79	4490		2	3	77	97	66	84	35	44	7.7	70	6.4	58	9.0	75	8.8	73	
Monitored 2nd Year (M2), reclassified from EB		18	4905		0	0	18	100	17	94	13	72	9.1	83	7.7	70	9.8	81	9.9	83	
Monitored 3rd Year (M3), reclassified from EB		17	4788		0	0	17	100	17	100	10	59	8.4	76	7.7	70	9.3	77	10.2	85	
Monitored 4th Year (M4), reclassified from EB		7	5015		0	0	7	100	7	100	4	57	8.6	78	7.3	66	11.1	93	10.1	85	
Former EB (Post Monitoring)		68	4960		0	0	68	100	64	94	50	74	9.3	84	7.8	71	9.9	83	9.8	82	
Non-Emergent Bilingual (Non-EB)		1390	4417		120	9	1270	91	1018	73	545	39	7.6	69	5.9	54	8.5	71	8.5	71	
No Information Provided		0	---		---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Bilingual	Participants	0	---		---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
	Nonparticipants	1777	4385		176	10	1601	90	1261	71	668	38	7.4	67	5.8	53	8.4	70	8.4	70	
	No Information Provided	0	---		---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
ESL	Participants	193	3814		54	28	139	72	70	36	11	6	5.3	49	4.0	36	6.8	56	6.2	52	
	Nonparticipants	1584	4455		122	8	1462	92	1191	75	657	41	7.7	70	6.1	55	8.7	72	8.6	72	
	No Information Provided	0	---		---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Special Education	Yes	176	3680		69	39	107	61	45	26	13	7	4.9	44	3.7	34	6.0	50	5.8	48	
	No	1599	4465		105	7	1494	93	1216	76	655	41	7.7	70	6.1	55	8.7	73	8.7	72	
	No Information Provided	2	---		---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Section 504	Yes	210	4255		26	12	184	88	125	60	68	32	7.0	63	5.5	50	7.8	65	8.1	67	
	No	1566	4404		149	10	1417	90	1136	73	600	38	7.5	68	5.9	54	8.5	71	8.4	70	
	No Information Provided	1	---		---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Gifted/Talented	Participants	240	5161		0	0	240	100	237	99	211	88	9.7	88	8.3	75	10.4	87	10.4	86	
	Nonparticipants	1537	4264		176	11	1361	89	1024	67	457	30	7.1	64	5.5	50	8.1	68	8.1	67	
	No Information Provided	0	---		---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
At-Risk	Yes	510	3916		132	26	378	74	209	41	74	15	5.7	52	4.3	39	7.0	58	6.7	56	
	No	1267	4574		44	3	1223	97	1052	83	594	47	8.1	74	6.5	59	9.0	75	9.0	75	
	No Information Provided	0	---		---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Algebra I

Report Date: SPRING 2025
Date of Testing: SPRING 2025

District: 101-921 TOMBALL ISD

First-Time Tested Students

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category																		
					Number Percent		1		2		3		4		5								
					Did Not Meet		Approaches		Meets		Masters		Number and Algebraic Methods		Describing and Graphing Linear Functions, Equations, and Inequalities		Writing and Solving Linear Functions, Equations, and Inequalities		Quadratic Functions and Equations		Exponential Functions and Equations		
Students Tested			1728	100																			
Students Not Tested																							
Absent			5	0																			
Other			0	0																			
Total Documents Submitted			1733	100																			
Legend			--- = No Data Reported For Fewer Than Five Students																				
All Students			1728	4557	70	4	1658	96	1428	83	1095	63	8.3	69	9.5	73	10.8	72	9.0	75	5.2	74	
Male			892	4550	51	6	841	94	715	80	556	62	8.1	67	9.4	73	10.7	71	8.9	74	5.2	74	
Female			836	4563	19	2	817	98	713	85	539	64	8.5	70	9.6	74	10.9	72	9.1	76	5.1	73	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino			639	4423	37	6	602	94	497	78	346	54	7.7	64	9.0	69	10.1	67	8.6	72	4.9	70	
American Indian or Alaska Native			3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian			179	5150	1	1	178	99	172	96	158	88	10.1	84	11.2	86	13.0	86	10.6	88	6.1	87	
Black or African American			105	4368	8	8	97	92	78	74	57	54	7.6	64	8.8	67	10.3	69	8.3	69	4.6	66	
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
White			732	4555	22	3	710	97	617	84	484	66	8.3	70	9.6	74	10.9	72	9.0	75	5.2	74	
Two or More Races			66	4554	2	3	64	97	57	86	45	68	8.3	69	9.7	75	11.0	73	9.1	76	5.2	75	
No Information Provided			4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged			Yes	459	4316	41	9	418	91	321	70	203	44	7.4	61	8.4	64	9.6	64	8.0	67	4.6	66
			No	1269	4644	29	2	1240	98	1107	87	892	70	8.6	72	9.9	76	11.2	75	9.4	78	5.4	77
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A			Participants	134	4792	2	1	132	99	129	96	114	85	8.8	73	10.6	81	12.6	84	10.3	86	5.7	82
			Nonparticipants	1594	4537	68	4	1526	96	1299	81	981	62	8.2	68	9.4	72	10.6	71	8.9	74	5.1	73
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant			Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			No	1728	4557	70	4	1658	96	1428	83	1095	63	8.3	69	9.5	73	10.8	72	9.0	75	5.2	74
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual (EB)			181	4177	30	17	151	83	112	62	67	37	6.9	57	7.5	58	8.6	57	7.3	61	4.3	61	
Monitored 1st Year (M1), reclassified from EB			71	4828	0	0	71	100	69	97	57	80	9.4	78	10.8	83	12.1	81	10.1	85	5.8	82	
Monitored 2nd Year (M2), reclassified from EB			13	5087	0	0	13	100	13	100	12	92	10.1	84	11.0	85	13.6	91	11.0	92	6.1	87	
Monitored 3rd Year (M3), reclassified from EB			13	4718	1	8	12	92	12	92	11	85	8.7	72	10.2	78	11.0	73	9.5	79	5.8	82	
Monitored 4th Year (M4), reclassified from EB			7	4790	0	0	7	100	6	86	5	71	8.9	74	10.9	84	10.4	70	10.6	88	6.0	86	
Former EB (Post Monitoring)			88	4981	0	0	88	100	84	95	72	82	9.7	81	11.0	85	12.4	83	10.3	86	6.2	89	
Non-Emergent Bilingual (Non-EB)			1354	4558	39	3	1315	97	1132	84	871	64	8.3	69	9.6	74	10.9	72	9.1	75	5.2	74	
No Information Provided			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Bilingual			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			Nonparticipants	1727	4557	70	4	1657	96	1428	83	1095	63	8.3	69	9.5	73	10.8	72	9.0	75	5.2	74
			No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL			Participants	173	4185	29	17	144	83	108	62	64	37	6.9	57	7.6	58	8.6	57	7.4	61	4.3	61
			Nonparticipants	1554	4599	41	3	1513	97	1320	85	1031	66	8.4	70	9.7	75	11.0	73	9.2	77	5.3	75
			No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education			Yes	172	4003	29	17	143	83	84	49	37	22	6.3	53	6.6	51	7.7	51	6.8	57	3.7	52
			No	1556	4618	41	3	1515	97	1344	86	1058	68	8.5	71	9.8	76	11.1	74	9.3	77	5.3	76
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504			Yes	202	4328	3	1	199	99	155	77	94	47	7.5	62	8.6	66	9.9	66	8.2	69	4.8	69
			No	1525	4588	67	4	1458	96	1273	83	1001	66	8.4	70	9.6	74	10.9	73	9.1	76	5.2	75
			No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented			Participants	287	5262	0	0	287	100	287	100	282	98	10.5	87	11.8	91	13.7	91	11.0	92	6.5	93
			Nonparticipants	1441	4416	70	5	1371	95	1141	79	813	56	7.8	65	9.0	70	10.2	68	8.6	72	4.9	70
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk			Yes	473	4200	51	11	422	89	293	62	170	36	6.9	57	7.7	59	8.9	59	7.5	62	4.3	61
			No	1255	4691	19	2	1236	98	1135	90	925	74	8.8	73	10.2	78	11.5	76	9.6	80	5.5	79
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Biology

Report Date: SPRING 2025
Date of Testing: SPRING 2025

District: 101-921 TOMBALL ISD

First-Time Tested Students

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												Cell Structure and Function		Mechanisms of Genetics		Biological Evolution and Classification		Biological Processes and Systems		Interdependence within Environmental Systems	
Students Tested			1752	100									13		11		10		10		9	
Students Not Tested													Number of Points Possible									
Absent			2	0									Avg. # of Points / % Achieved									
Other			0	0																		
Total Documents Submitted			1754	100																		
Legend			--- = No Data Reported For Fewer Than Five Students																			
All Students			1752	4460	48	3	1704	97	1491	85	771	44	8.1	62	7.9	72	8.2	82	6.0	60	5.7	63
Male			870	4453	30	3	840	97	724	83	381	44	8.0	62	7.9	72	8.2	82	6.0	60	5.7	63
Female			882	4467	18	2	864	98	767	87	390	44	8.1	62	8.1	73	8.5	85	6.1	61	5.6	62
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino			616	4330	32	5	584	95	488	79	204	33	7.3	56	7.6	69	7.9	79	5.6	56	5.2	57
American Indian or Alaska Native			4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian			171	4740	2	1	169	99	165	96	111	65	9.4	72	8.8	80	9.0	90	7.2	72	6.6	73
Black or African American			110	4261	2	2	108	98	80	73	29	26	7.1	55	7.1	65	7.5	75	5.5	55	5.0	55
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White			772	4520	10	1	762	99	684	89	386	50	8.4	65	8.2	75	8.6	86	6.2	62	5.9	66
Two or More Races			75	4547	2	3	73	97	67	89	38	51	8.5	66	8.1	73	8.6	86	6.7	67	5.8	64
No Information Provided			4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged			Yes 494	4260	30	6	464	94	352	71	133	27	7.1	54	7.2	65	7.6	76	5.3	53	4.9	54
			No 1258	4538	18	1	1240	99	1139	91	638	51	8.5	65	8.3	75	8.6	86	6.4	64	6.0	66
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A			Participants 1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants 1751	4460	48	3	1703	97	1490	85	770	44	8.1	62	8.0	72	8.3	83	6.1	61	5.6	63
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant			Yes 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No 1752	4460	48	3	1704	97	1491	85	771	44	8.1	62	8.0	73	8.3	83	6.1	61	5.6	63
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual (EB)			194	4076	24	12	170	88	115	59	28	14	6.0	46	6.4	58	6.7	67	4.9	49	4.1	46
Monitored 1st Year (M1), reclassified from EB			56	4525	0	0	56	100	53	95	25	45	8.5	66	8.3	76	8.9	89	6.3	63	5.7	64
Monitored 2nd Year (M2), reclassified from EB			3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year (M3), reclassified from EB			10	4659	0	0	10	100	9	90	5	50	7.8	60	8.7	79	9.2	92	6.5	65	6.3	70
Monitored 4th Year (M4), reclassified from EB			7	4552	0	0	7	100	6	86	3	43	7.9	60	9.4	86	8.7	87	6.3	63	5.7	63
Former EB (Post Monitoring)			89	4671	0	0	89	100	88	99	50	56	9.0	69	8.7	79	9.3	93	6.8	68	6.4	71
Non-Emergent Bilingual (Non-EB)			1392	4495	24	2	1368	98	1216	87	657	47	8.3	64	8.1	74	8.5	85	6.2	62	5.8	65
No Information Provided			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual			Participants 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants 1751	4460	48	3	1703	97	1490	85	771	44	8.1	62	8.0	73	8.3	83	6.1	61	5.6	63
			No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL			Participants 184	4074	24	13	160	87	109	59	27	15	6.1	47	6.3	58	6.7	67	4.9	49	4.1	45
			Nonparticipants 1567	4506	24	2	1543	98	1381	88	744	47	8.3	64	8.2	74	8.5	85	6.2	62	5.8	65
			No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education			Yes 174	3996	21	12	153	88	85	49	20	11	5.6	43	5.9	54	6.5	65	4.4	44	3.8	43
			No 1578	4511	27	2	1551	98	1406	89	751	48	8.3	64	8.2	75	8.5	85	6.3	63	5.8	65
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504			Yes 214	4373	2	1	212	99	174	81	68	32	7.6	58	7.9	71	8.2	82	5.7	57	5.2	58
			No 1537	4472	46	3	1491	97	1316	86	703	46	8.1	63	8.0	73	8.4	84	6.1	61	5.7	63
			No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented			Participants 190	4967	0	0	190	100	190	100	175	92	10.7	82	9.6	87	9.4	94	8.1	81	7.3	81
			Nonparticipants 1562	4398	48	3	1514	97	1301	83	596	38	7.7	60	7.8	71	8.2	82	5.8	58	5.4	61
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk			Yes 459	4094	42	9	417	91	273	59	60	13	6.1	47	6.5	59	7.0	70	4.7	47	4.2	47
			No 1293	4590	6	0	1287	100	1218	94	711	55	8.8	67	8.5	77	8.8	88	6.6	66	6.2	68
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---



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

District: 101-921 TOMBALL ISD

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			
					Number		Percent		#		%		#		%		#		%		#		%	
Students Tested			1702	99															Reading		Writing			
Students Not Tested																								
Absent			15	1																				
Other			0	0																				
Total Documents Submitted			1717	100																				
Legend																								
--- = No Data Reported For Fewer Than Five Students																								
					#		%		#		%		#		%		#		%		#		%	
All Students			1702	4387	174	10	1528	90	1370	80	584	34	22.4	70	23.8	74								
Male			846	4309	116	14	730	86	636	75	246	29	21.6	68	22.6	71								
Female			856	4464	58	7	798	93	734	86	338	39	23.3	73	25.0	78								
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---								
Hispanic/Latino			596	4261	95	16	501	84	429	72	149	25	21.0	65	22.0	69								
American Indian or Alaska Native			3	---	---	---	---	---	---	---	---	---	---	---	---	---								
Asian			165	4650	6	4	159	96	156	95	94	57	24.9	78	27.4	86								
Black or African American			100	4197	16	16	84	84	69	69	20	20	20.6	64	21.1	66								
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---								
White			759	4444	50	7	709	93	647	85	282	37	23.2	73	24.7	77								
Two or More Races			75	4467	7	9	68	91	64	85	36	48	23.2	72	25.1	78								
No Information Provided			4	---	---	---	---	---	---	---	---	---	---	---	---	---								
Economically Disadvantaged			476	4172	98	21	378	79	311	65	89	19	19.8	62	20.7	65								
Yes			476	4172	98	21	378	79	311	65	89	19	19.8	62	20.7	65								
No			1226	4470	76	6	1150	94	1059	86	495	40	23.4	73	25.0	78								
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---								
Title I, Part A			2	---	---	---	---	---	---	---	---	---	---	---	---	---								
Participants			2	---	---	---	---	---	---	---	---	---	---	---	---	---								
Nonparticipants			1700	4387	173	10	1527	90	1369	81	583	34	22.4	70	23.8	74								
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---								
Migrant			0	---	---	---	---	---	---	---	---	---	---	---	---	---								
Yes			0	---	---	---	---	---	---	---	---	---	---	---	---	---								
No			1702	4387	174	10	1528	90	1370	80	584	34	22.4	70	23.8	74								
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---								
Identified as Emergent Bilingual (EB)			179	3916	70	39	109	61	77	43	8	4	16.5	52	16.4	51								
Monitored 1st Year (M1), reclassified from EB			55	4513	0	0	55	100	52	95	24	44	24.3	76	26.1	82								
Monitored 2nd Year (M2), reclassified from EB			3	---	---	---	---	---	---	---	---	---	---	---	---	---								
Monitored 3rd Year (M3), reclassified from EB			9	4520	0	0	9	100	8	89	4	44	23.1	72	27.0	84								
Monitored 4th Year (M4), reclassified from EB			8	4590	0	0	8	100	8	100	3	38	25.6	80	26.6	83								
Former EB (Post Monitoring)			87	4636	0	0	87	100	86	99	48	55	25.0	78	27.9	87								
Non-Emergent Bilingual (Non-EB)			1360	4426	103	8	1257	92	1136	84	495	36	23.0	72	24.4	76								
No Information Provided			1	---	---	---	---	---	---	---	---	---	---	---	---	---								
Bilingual			0	---	---	---	---	---	---	---	---	---	---	---	---	---								
Participants			0	---	---	---	---	---	---	---	---	---	---	---	---	---								
Nonparticipants			1701	4387	173	10	1528	90	1370	81	584	34	22.4	70	23.8	74								
No Information Provided			1	---	---	---	---	---	---	---	---	---	---	---	---	---								
ESL			171	3910	67	39	104	61	72	42	8	5	16.5	51	16.2	51								
Participants			171	3910	67	39	104	61	72	42	8	5	16.5	51	16.2	51								
Nonparticipants			1530	4441	106	7	1424	93	1298	85	576	38	23.1	72	24.6	77								
No Information Provided			1	---	---	---	---	---	---	---	---	---	---	---	---	---								
Special Education			172	3867	74	43	98	57	56	33	11	6	16.2	51	15.0	47								
Yes			172	3867	74	43	98	57	56	33	11	6	16.2	51	15.0	47								
No			1530	4445	100	7	1430	93	1314	86	573	37	23.1	72	24.8	77								
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---								
Section 504			209	4267	21	10	188	90	152	73	47	22	21.3	67	22.1	69								
Yes			209	4267	21	10	188	90	152	73	47	22	21.3	67	22.1	69								
No			1492	4404	152	10	1340	90	1218	82	537	36	22.6	71	24.0	75								
No Information Provided			1	---	---	---	---	---	---	---	---	---	---	---	---	---								
Gifted/Talented			189	4850	1	1	188	99	188	99	155	82	27.1	85	29.3	92								
Participants			189	4850	1	1	188	99	188	99	155	82	27.1	85	29.3	92								
Nonparticipants			1513	4329	173	11	1340	89	1182	78	429	28	21.9	68	23.1	72								
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---								
At-Risk			441	3970	145	33	296	67	209	47	28	6	17.3	54	17.3	54								
Yes			441	3970	145	33	296	67	209	47	28	6	17.3	54	17.3	54								
No			1261	4533	29	2	1232	98	1161	92	556	44	24.2	76	26.1	81								
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---								



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

English II

First-Time Tested Students

District: 101-921 TOMBALL ISD

Report Date: SPRING 2025
Date of Testing: SPRING 2025

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category														
					Did Not Meet					Approaches					Meets				
Number	Percent				#	%	#	%	#	%	#	%	1		2				
Students Tested			1750	99										Reading		Writing			
Students Not Tested																			
Absent			12	1															
Other			1	0															
Total Documents Submitted			1763	100										33		31			
Legend			--- = No Data Reported For Fewer Than Five Students																
													Avg. # of Points / % Achieved						
			#	%	#	%	#	%	#	%	#	%	#	%	#	%			
All Students			1750	4373	160	9	1590	91	1411	81	372	21	23.8	72	21.4	69			
Male			865	4346	104	12	761	88	676	78	179	21	23.5	71	20.8	67			
Female			885	4399	56	6	829	94	735	83	193	22	24.0	73	22.0	71			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---			
Hispanic/Latino			597	4269	81	14	516	86	447	75	90	15	22.7	69	19.9	64			
American Indian or Alaska Native			5	4505	0	0	5	100	5	100	1	20	25.6	78	24.0	77			
Asian			149	4653	4	3	145	97	142	95	59	40	26.2	79	25.9	83			
Black or African American			114	4171	20	18	94	82	74	65	13	11	21.7	66	17.9	58			
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---			
White			797	4427	49	6	748	94	668	84	191	24	24.4	74	22.3	72			
Two or More Races			87	4368	6	7	81	93	74	85	18	21	23.5	71	21.8	70			
No Information Provided			1	---	---	---	---	---	---	---	---	---	---	---	---	---			
Economically Disadvantaged			Yes	498	4157	92	18	406	82	330	66	46	9	21.6	65	17.9	58		
			No	1252	4459	68	5	1184	95	1081	86	326	26	24.6	75	22.9	74		
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---			
Title I, Part A			Participants	1	---	---	---	---	---	---	---	---	---	---	---	---			
			Nonparticipants	1749	4373	160	9	1589	91	1410	81	372	21	23.8	72	21.5	69		
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---			
Migrant			Yes	0	---	---	---	---	---	---	---	---	---	---	---	---			
			No	1750	4373	160	9	1590	91	1411	81	372	21	23.8	72	21.4	69		
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---			
Identified as Emergent Bilingual (EB)			162	3907	51	31	111	69	68	42	2	1	18.2	55	14.0	45			
Monitored 1st Year (M1), reclassified from EB			56	4381	1	2	55	98	52	93	5	9	24.7	75	21.9	71			
Monitored 2nd Year (M2), reclassified from EB			6	4596	0	0	6	100	6	100	2	33	25.8	78	26.3	85			
Monitored 3rd Year (M3), reclassified from EB			5	4236	0	0	5	100	5	100	0	0	21.4	65	22.0	71			
Monitored 4th Year (M4), reclassified from EB			3	---	---	---	---	---	---	---	---	---	---	---	---	---			
Former EB (Post Monitoring)			80	4579	1	1	79	99	77	96	23	29	25.9	78	24.8	80			
Non-Emergent Bilingual (Non-EB)			1438	4413	107	7	1331	93	1200	83	340	24	24.2	73	22.0	71			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---			
Bilingual			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---			
			Nonparticipants	1750	4373	160	9	1590	91	1411	81	372	21	23.8	72	21.4	69		
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---			
ESL			Participants	155	3889	51	33	104	67	62	40	2	1	18.0	54	13.7	44		
			Nonparticipants	1594	4420	109	7	1485	93	1348	85	370	23	24.3	74	22.2	72		
No Information Provided			1	---	---	---	---	---	---	---	---	---	---	---	---	---			
Special Education			Yes	107	3801	52	49	55	51	31	29	1	1	17.0	52	11.6	37		
			No	1643	4410	108	7	1535	93	1380	84	371	23	24.2	73	22.1	71		
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---			
Section 504			Yes	191	4239	18	9	173	91	141	74	22	12	22.6	69	19.5	63		
			No	1559	4389	142	9	1417	91	1270	81	350	22	23.9	72	21.7	70		
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---			
Gifted/Talented			Participants	186	4829	4	2	182	98	181	97	118	63	27.8	84	27.5	89		
			Nonparticipants	1564	4318	156	10	1408	90	1230	79	254	16	23.3	71	20.7	67		
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---			
At-Risk			Yes	479	3976	124	26	355	74	243	51	8	2	19.4	59	15.0	49		
			No	1271	4522	36	3	1235	97	1168	92	364	29	25.4	77	23.9	77		
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---			



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

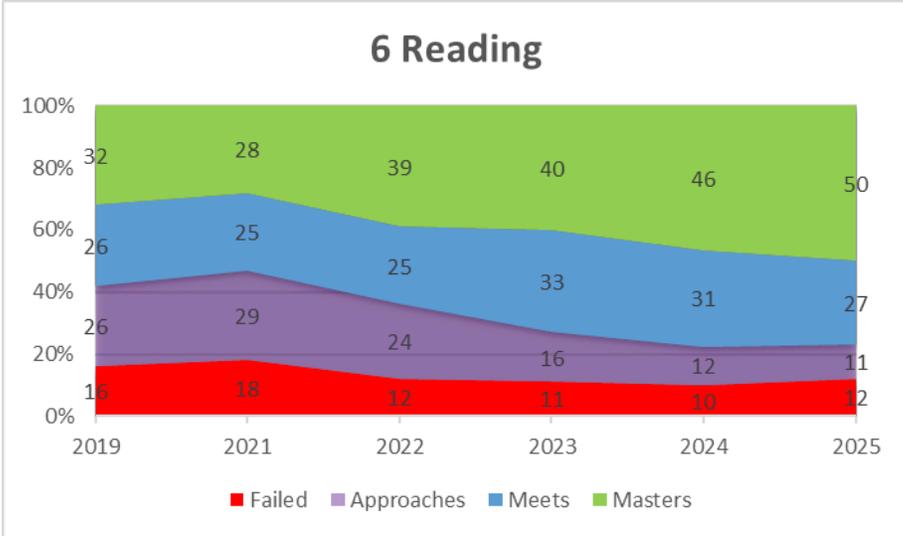
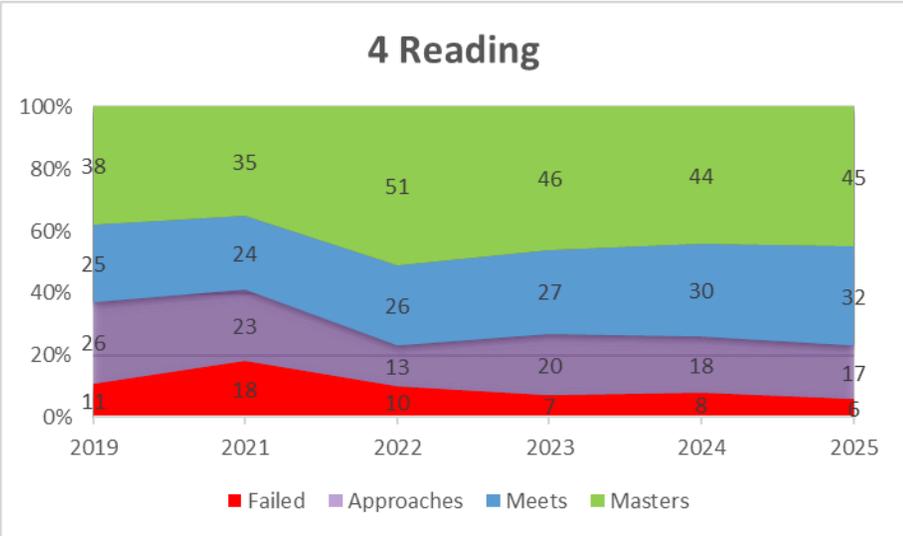
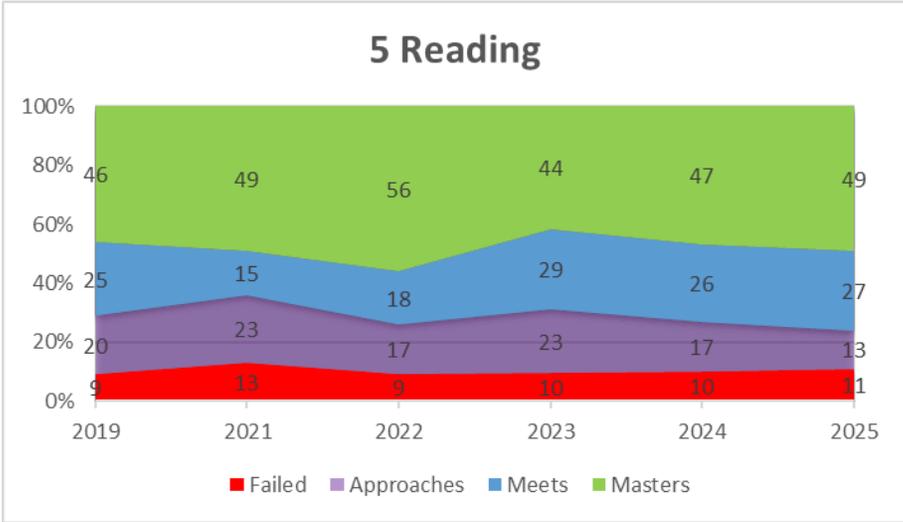
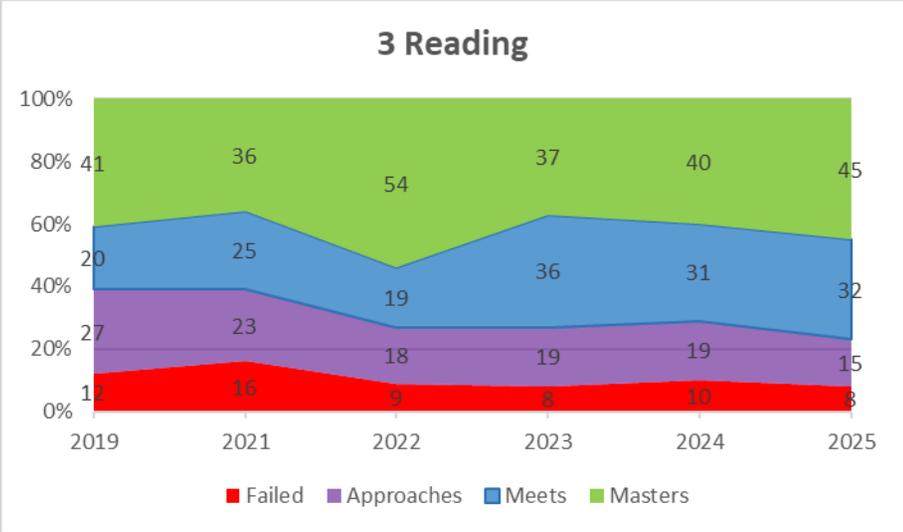
District: 101-921 TOMBALL ISD

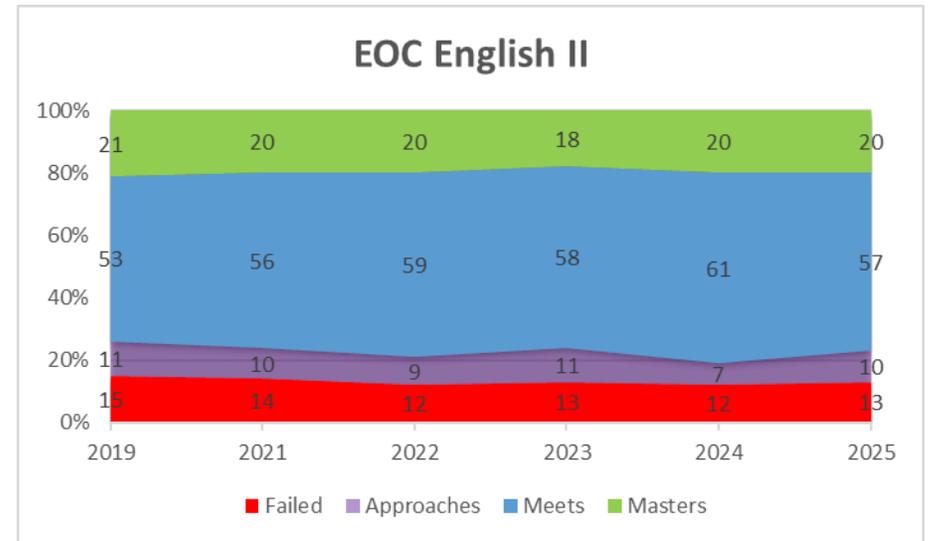
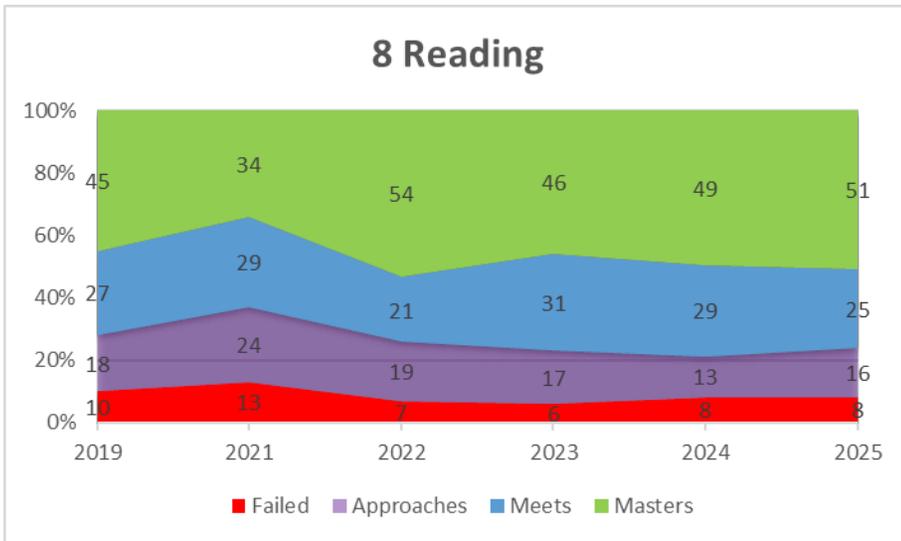
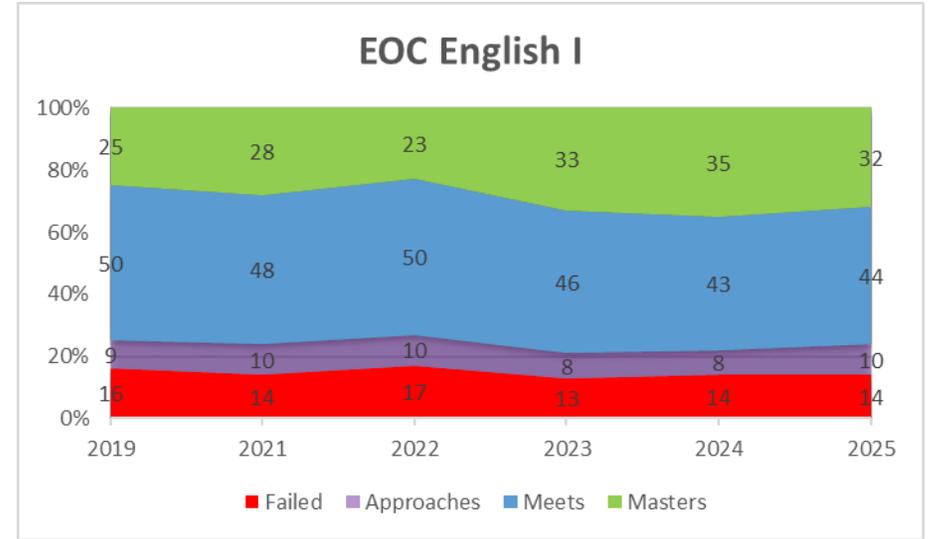
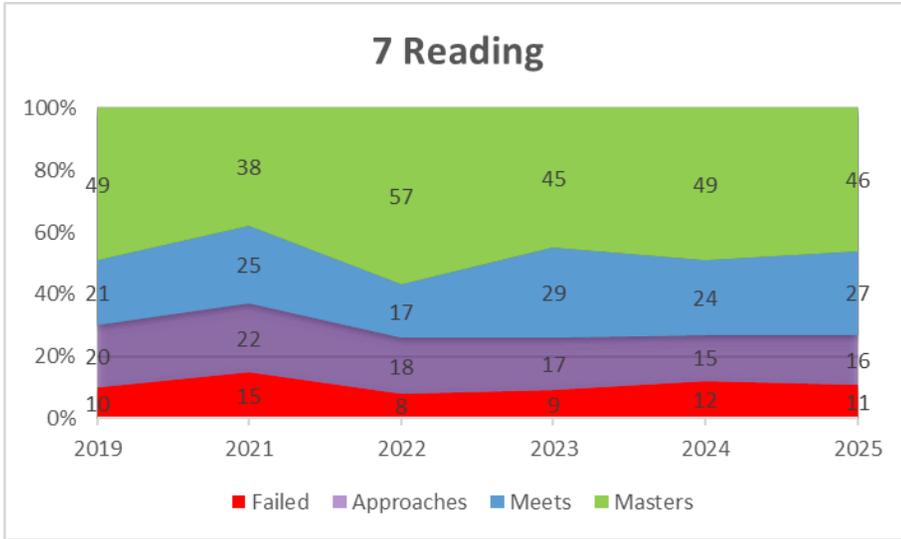
Report Date: SPRING 2025
 Date of Testing: SPRING 2025

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category																
					Number		1		2		3		4								
Percent		History	Geography and Culture	Government and Citizenship	Economics, Science, Technology, and Society	Number of Points Possible															
						34		13		12		19		Avg. # of Points / % Achieved							
Students Tested		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%				
Students Tested		1667	100	33	2	1634	98	1455	87	1089	65	23.0	68	9.7	74	8.0	67	13.4	71		
Students Not Tested																					
Absent		7	0																		
Other		0	0																		
Total Documents Submitted		1674	100																		
Legend		--- = No Data Reported For Fewer Than Five Students																			
All Students		1667	4623	33	2	1634	98	1455	87	1089	65	23.0	68	9.7	74	8.0	67	13.4	71		
Male		852	4660	17	2	835	98	749	88	572	67	23.5	69	9.7	75	8.0	67	13.7	72		
Female		815	4585	16	2	799	98	706	87	517	63	22.4	66	9.6	74	8.1	67	13.2	69		
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		623	4485	22	4	601	96	509	82	347	56	21.4	63	9.1	70	7.4	62	12.4	65		
American Indian or Alaska Native		5	4481	0	0	5	100	4	80	3	60	22.6	66	9.0	69	6.8	57	12.6	66		
Asian		141	4920	0	0	141	100	138	98	124	88	26.2	77	10.8	83	9.5	79	15.2	80		
Black or African American		110	4370	3	3	107	97	82	75	47	43	19.9	59	8.6	66	7.1	59	11.5	61		
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		722	4715	7	1	715	99	663	92	518	72	24.0	71	10.0	77	8.4	70	14.2	75		
Two or More Races		66	4728	1	2	65	98	59	89	50	76	24.5	72	10.2	78	8.6	71	14.1	74		
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged		480	4355	22	5	458	95	360	75	213	44	19.9	59	8.6	66	6.9	57	11.7	62		
Yes		1187	4732	11	1	1176	99	1095	92	876	74	24.2	71	10.1	78	8.5	71	14.1	74		
No		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Participants		1666	4624	33	2	1633	98	1455	87	1089	65	23.0	68	9.7	74	8.0	67	13.4	71		
Nonparticipants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Yes		1667	4623	33	2	1634	98	1455	87	1089	65	23.0	68	9.7	74	8.0	67	13.4	71		
No		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual (EB)		152	4064	20	13	132	87	81	53	40	26	16.3	48	7.1	55	5.3	45	9.8	51		
Monitored 1st Year (M1), reclassified from EB		32	4549	0	0	32	100	30	94	19	59	22.5	66	9.7	75	7.5	63	12.8	68		
Monitored 2nd Year (M2), reclassified from EB		14	4776	0	0	14	100	14	100	13	93	25.8	76	10.6	82	9.1	76	13.8	73		
Monitored 3rd Year (M3), reclassified from EB		4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year (M4), reclassified from EB		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB (Post Monitoring)		114	4630	1	1	113	99	109	96	77	68	23.6	69	9.9	77	8.1	67	13.6	71		
Non-Emergent Bilingual (Non-EB)		1350	4686	12	1	1338	99	1216	90	936	69	23.6	69	9.9	76	8.3	70	13.8	73		
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Participants		1667	4623	33	2	1634	98	1455	87	1089	65	23.0	68	9.7	74	8.0	67	13.4	71		
Nonparticipants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL		140	4039	20	14	120	86	71	51	34	24	15.9	47	7.0	54	5.2	44	9.6	51		
Participants		1527	4677	13	1	1514	99	1384	91	1055	69	23.6	69	9.9	76	8.3	69	13.8	73		
Nonparticipants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education		99	4002	13	13	86	87	47	47	16	16	15.3	45	6.7	52	5.1	42	9.7	51		
Yes		1568	4663	20	1	1548	99	1408	90	1073	68	23.4	69	9.9	76	8.2	69	13.7	72		
No		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504		189	4488	4	2	185	98	153	81	102	54	21.4	63	9.3	72	7.3	61	12.7	67		
Yes		1478	4641	29	2	1449	98	1302	88	987	67	23.2	68	9.7	75	8.1	68	13.5	71		
No		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented		188	5167	0	0	188	100	186	99	182	97	28.2	83	11.5	88	10.2	85	16.4	86		
Participants		1479	4554	33	2	1446	98	1269	86	907	61	22.3	66	9.4	73	7.8	65	13.1	69		
Nonparticipants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk		420	4208	30	7	390	93	283	67	135	32	18.1	53	8.0	61	6.1	50	10.8	57		
Yes		1247	4764	3	0	1244	100	1172	94	954	77	24.6	72	10.2	79	8.7	73	14.3	75		
No		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

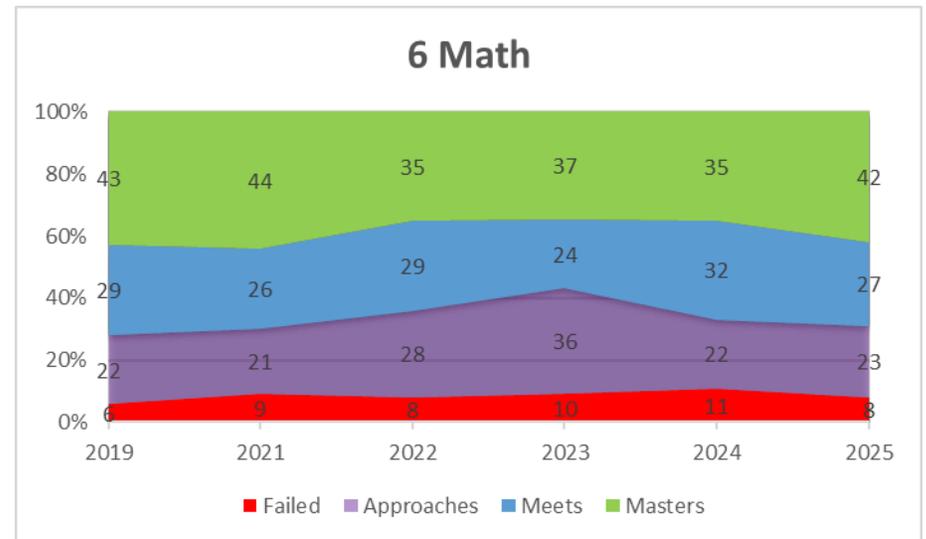
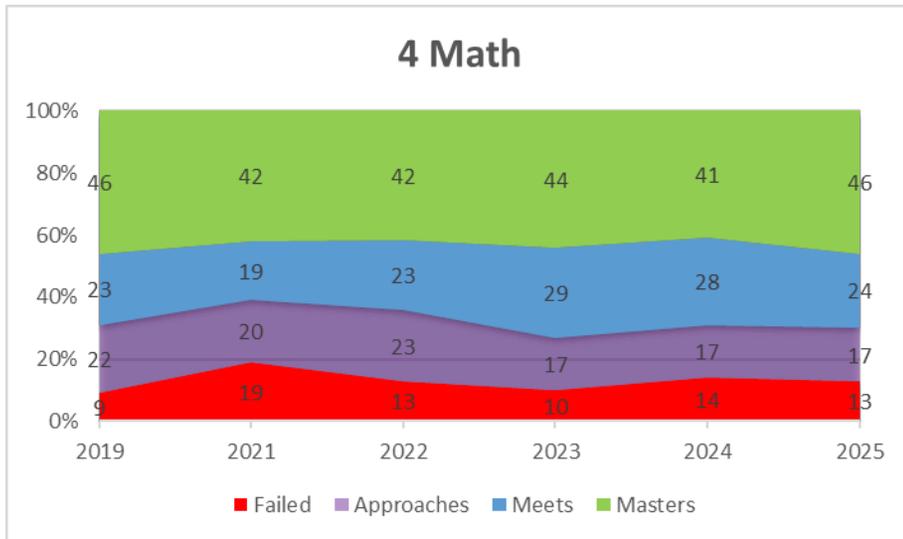
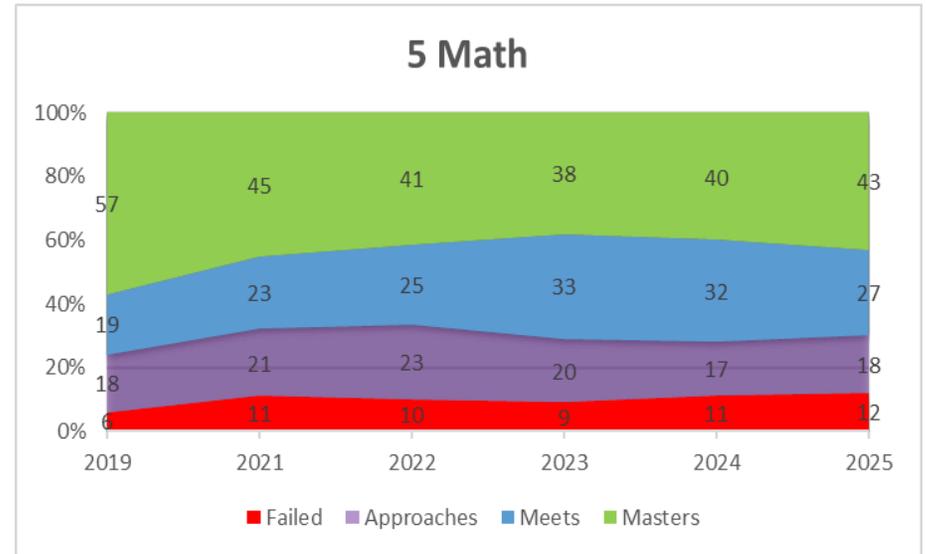
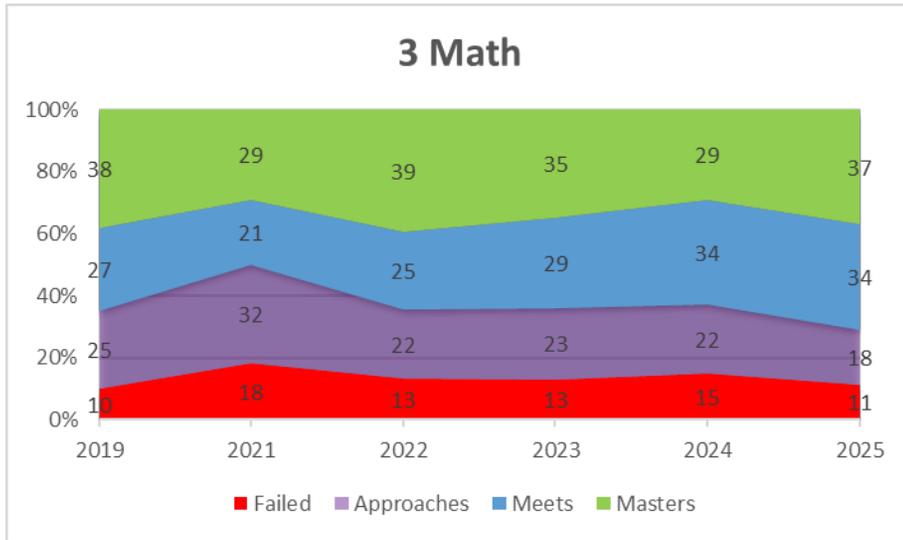
Longitudinal STAAR Results by Highest Scoring Category

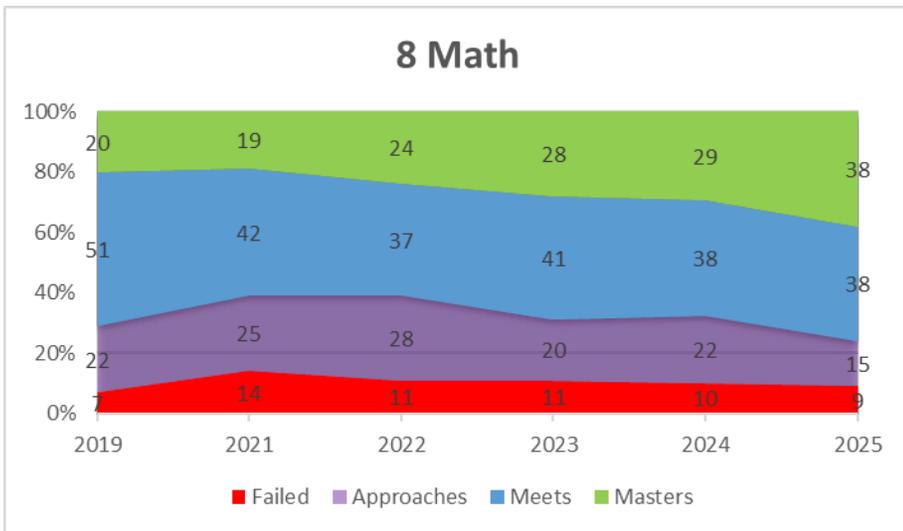
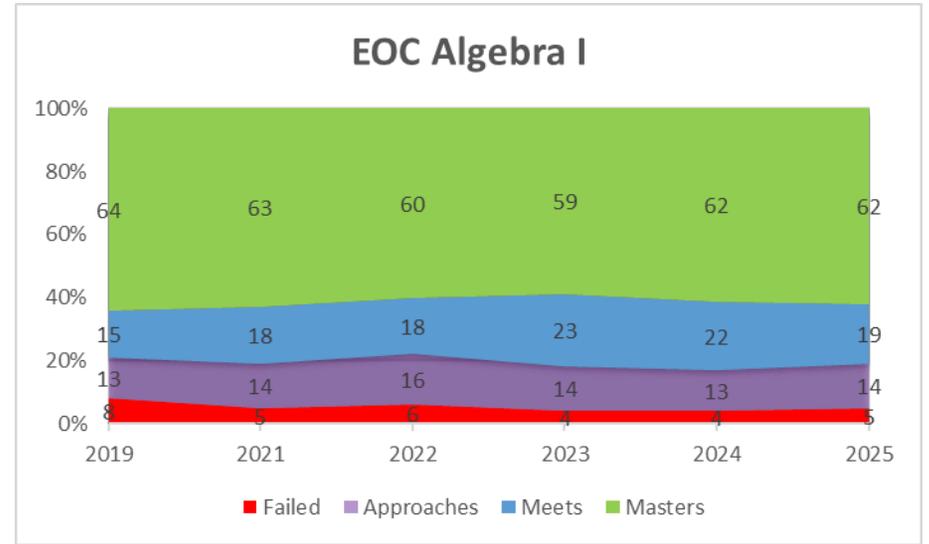
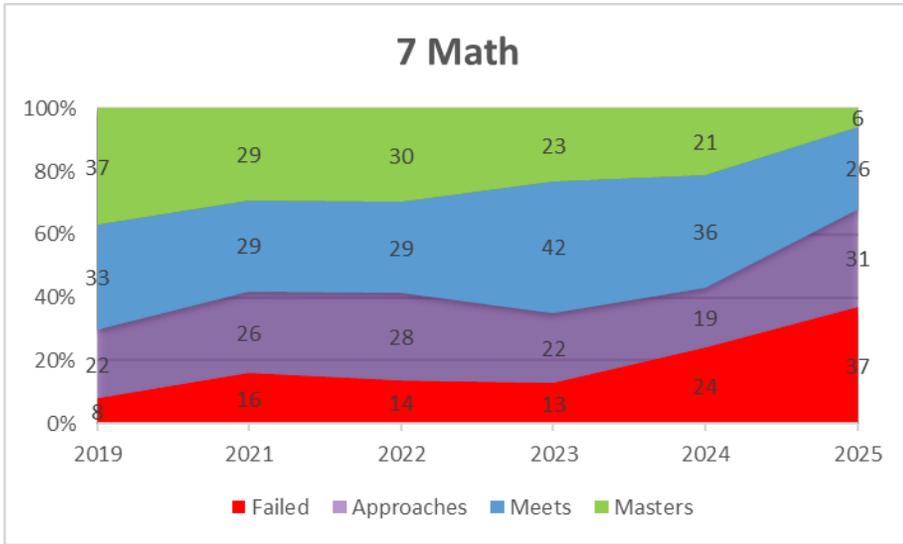
READING/ELA



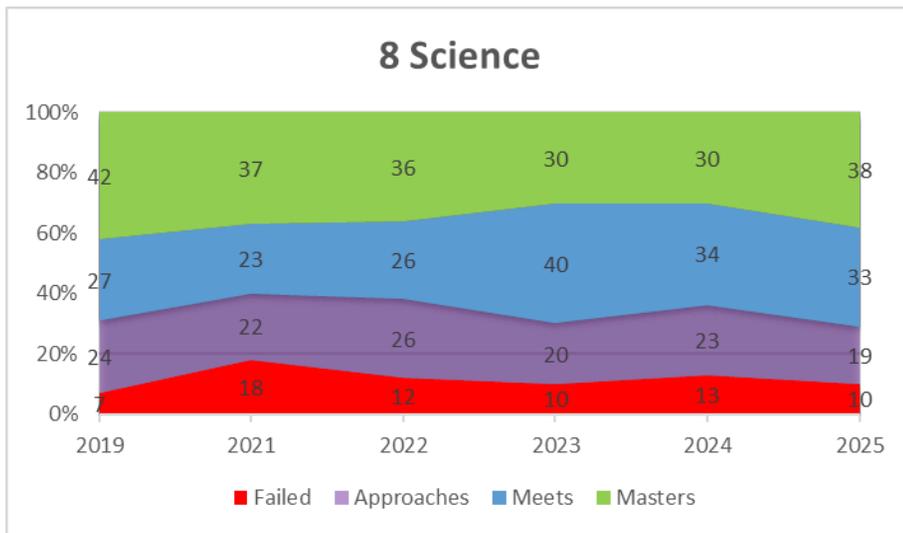
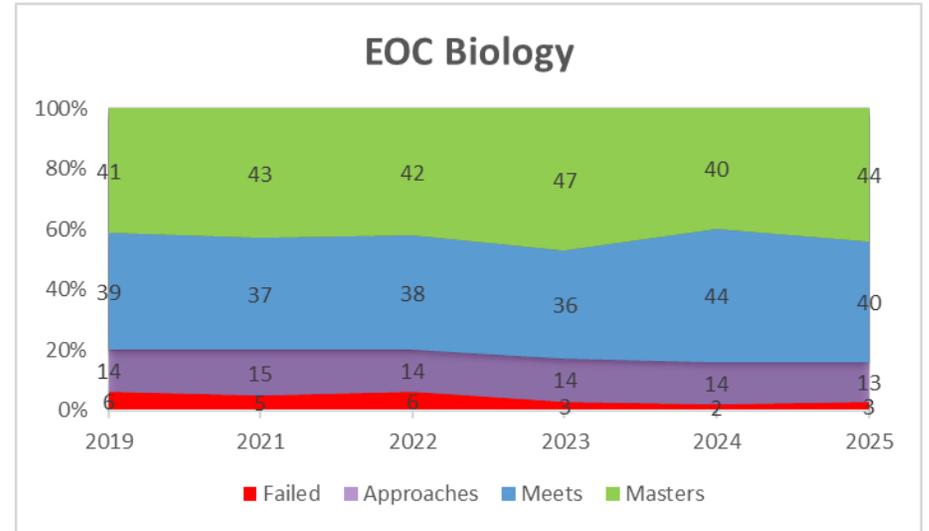
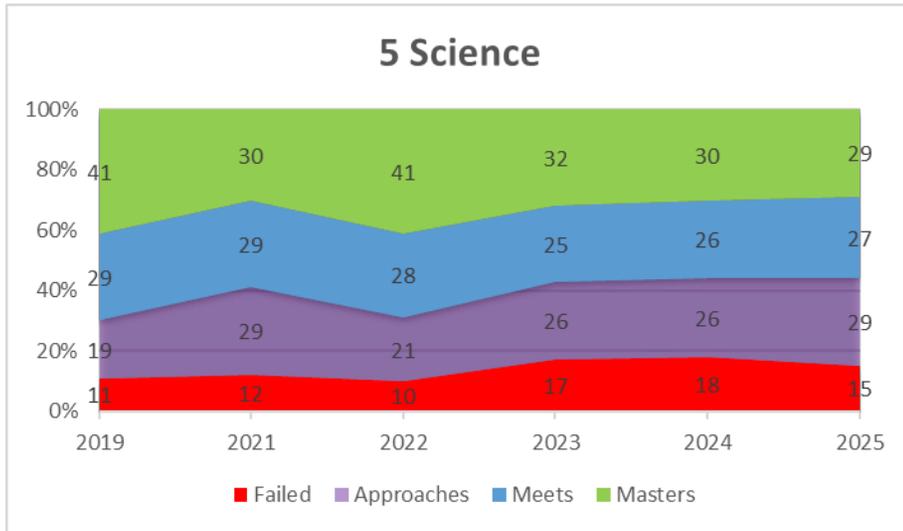


MATH

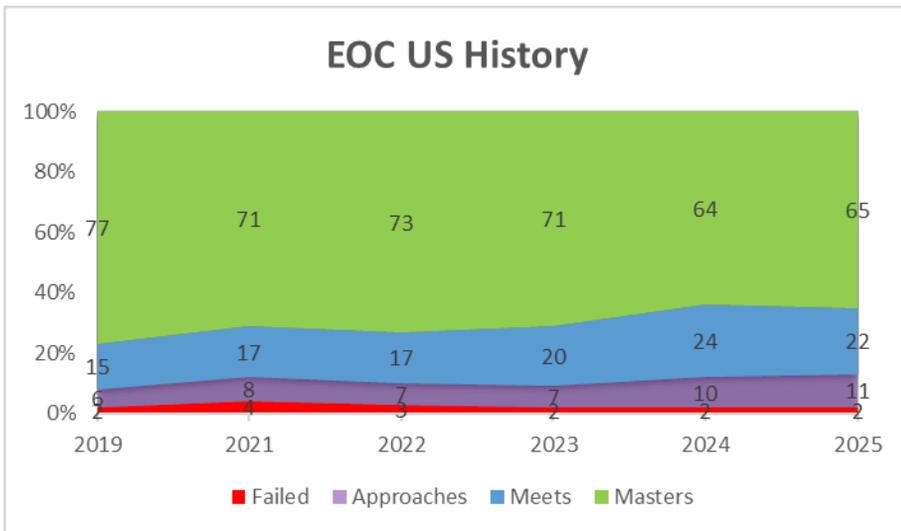
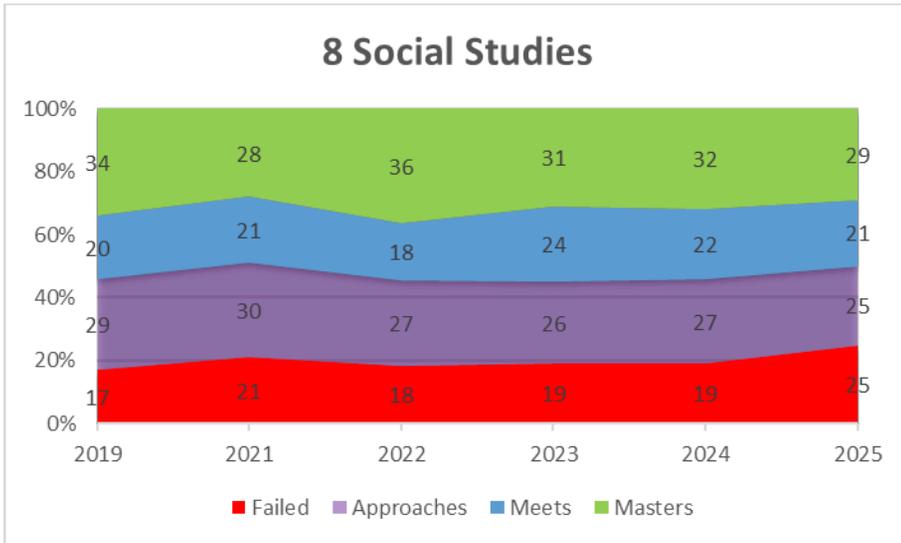




SCIENCE



SOCIAL STUDIES



Graduation

Class of 2024

	Accountability Groups									Additional Student Groups								
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Econ Disadv	Non-Econ Disadv	G/T	EB/EL (Current & Monitored)+	Special Ed (Current)	Highly Mobile★	Foster	Homeless	Migrant
4-Year Graduation Rate (Gr 9-12): Class of 2024																		
% Graduated	97.0%	96.6%	96.4%	96.9%	*	100.0%	-	98.2%	92.6%	94.1%	98.2%	100.0%	92.2%	77.0%	80.0%	*	85.7%	-
# Graduated	1,458	86	486	709	*	120	-	**	487	417	1,041	152	106	57	8	*	6	-
Total in Class	1,503	89	504	732	*	120	-	**	526	443	1,060	152	115	74	10	*	7	-
5-Year Extended Graduation Rate (Gr 9-12): Class of 2023																		
% Graduated	98.3%	97.3%	97.3%	98.9%	*	100.0%	-	96.9%	97.1%	97.2%	98.8%	99.3%	94.5%	97.6%	87.5%	*	100.0%	-
# Graduated	1,275	73	403	625	*	108	-	**	438	375	900	148	69	80	7	*	7	-
Total in Class	1,297	75	414	632	*	108	-	**	451	386	911	149	73	82	8	*	7	-
6-Year Extended Graduation Rate (Gr 9-12): Class of 2022																		
% Graduated	98.8%	97.6%	98.3%	99.4%	*	100.0%	*	95.6%	97.3%	97.4%	99.4%	100.0%	96.9%	97.6%	100.0%	100.0%	*	-
# Graduated	1,258	82	393	646	*	89	*	43	427	370	888	108	63	80	8	6	*	-
Total in Class	1,273	84	400	650	*	89	*	45	439	380	893	108	65	82	8	6	*	-
Annual Dropout Rate (Gr 9-12): SY 2023-24																		
% Dropped Out	0.4%	0.7%	0.5%	0.2%	0.0%	0.0%	*	1.4%	0.8%	0.8%	0.2%	0.0%	1.1%	0.6%	9.5%	12.5%	5.6%	-
% Dropped Out - Conversion	96.0%																	
# Dropped Out	25	3	11	7	**	0	*	4	20	17	8	0	7	3	4	3	1	-
# of Students	6,802	449	2,362	3,132	**	547	*	296	2,625	2,181	4,621	676	638	527	42	24	18	-

CCMR Class of 2024

	2024 Annual Graduates	
	Count Credit	Percentage
College		
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both RLA and Mathematics	1,142	77.6%
Met TSI criteria in both RLA and Mathematics, excluding college prep courses	852	57.9%
TSI Criteria - Reading/Language Arts (RLA)		
Met TSI criteria for at least one indicator in RLA	1,312	89.2%
Met TSI criteria in RLA, excluding college prep courses	1,062	72.2%
Met TSI assessment criteria	365	24.8%
Met ACT criteria	147	10.0%
Met SAT criteria	1,019	69.3%
Earned credit for a college prep course	284	19.3%
TSI Criteria - Mathematics		
Met TSI criteria for at least one indicator in Mathematics	1,184	80.5%
Met TSI criteria in Mathematics, excluding college prep courses	901	61.3%
Met TSI assessment criteria	502	34.1%
Met ACT criteria	130	8.8%
Met SAT criteria	770	52.3%
Earned credit for a college prep course	316	21.5%
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	562	38.2%
Dual Course Credits		
Earned credit for at least 3 hours in RLA or Mathematics or 9 hours in any subject	734	49.9%
Associate Degree		
Earned an associate degree by August 31 immediately following high school graduation	72	4.9%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	0	0.0%
Special Ed with Advanced Diploma Plan		
Received special education services and earned an advanced diploma	26	1.8%
Career		
Industry-Based Certifications (IBC)		
Earned an IBC and received credit for an aligned level two or higher course	713	48.5%
Earned at least one sunseting IBC and did not meet any other CCMR criteria	4	0.3%
Earned only a sunseting IBC and are not included due to IBC cap*	0	0.0%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	0	0.0%
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	12	0.8%
Military		
U.S. Armed Forces		
Enlisted in the U.S. Armed Forces	6	0.4%

Attendance

Tomball ISD	PIA - Cumulative
	2024-2025
All Students	95.3%
Ethnicity	
Hispanic/Latino	94.9%
American Indian or Alaska Native	96.0%
Asian	96.9%
Black or African American	95.0%
Native Hawaiian or Other Pacific Islander	94.7%
White	95.4%
Two or More Races	95.5%
Gender	
Male	95.4%
Female	95.3%
Grade	
Early Education	91.6%
Pre-Kindergarten	93.0%
Kindergarten	94.7%
1st	95.5%
2nd	95.9%
3rd	96.2%
4th	96.2%
5th	96.0%
6th	95.7%
7th	95.1%
8th	94.9%
9th	95.6%
10th	95.1%
11th	95.0%
12th	93.6%
Special Population	
At Risk	94.4%
Early Reading Indicator	94.5%
Economic Disadvantage	94.1%
Emergent Bilingual	94.8%
Foster Care	89.2%
Gifted and Talented	96.8%
Homeless Status	89.2%
Migrant	-
Military Connected	95.2%
RDSPD	93.9%
Section 504	94.6%
Special Education	94.0%
Transfer in Students	96.2%
Unaccompanied Youth	87.5%

Discipline

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

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

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

Year	Enrollment	Discipline Code																Total	
		11	12	14	16	17	18	19	29	30	31	32	36	46	47	48	57		
2024-2025	23,833	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
2023-2024	23,256	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2022-2023	22,350	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total		0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1

Disciplinary Removals

Tomball ISD	Number of Students		ISS Actions		ISS Students		ISS Percent		OSS Actions		OSS Students		OSS Percent		DAEP Actions		DAEP Students		DAEP Percent		JJAEP Actions		JJAEP Students		JJAEP Percent		Total Actions		Total Students		Total Percent	
All	23833	2781	1213	5.09%	911	527	2.21%	313	267	1.12%	3	3	0.01%	4008	1395	5.85%																
Asian	2226	57	37	1.66%	8	6	0.27%	2	2	0.09%	0	0	0.00%	67	39	1.75%																
Black or African American	1594	425	166	10.41%	157	97	6.09%	39	32	2.01%	0	0	0.00%	621	199	12.48%																
Hispanic/Latino	8573	1194	521	6.08%	335	201	2.34%	123	109	1.27%	0	0	0.00%	1652	589	6.87%																
American Indian or Alaska Native	54	2	2	3.70%	0	0	0.00%	0	0	0.00%	0	0	0.00%	2	2	3.70%																
Native Hawaiian or Other Pacific Islander	16	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%																
Two or More Races	1156	158	68	5.88%	60	27	2.34%	14	14	1.21%	0	0	0.00%	232	75	6.49%																
White	10214	945	419	4.10%	351	196	1.92%	135	110	1.08%	3	3	0.03%	1434	491	4.81%																
Female	11748	782	344	2.93%	296	175	1.49%	107	91	0.77%	0	0	0.00%	1185	409	3.48%																
Male	12085	1999	869	7.19%	615	352	2.91%	206	176	1.46%	3	3	0.02%	2823	986	8.16%																
Special Education - Summer	3425	675	269	7.85%	245	131	3.82%	61	49	1.43%	1	1	0.03%	982	315	9.20%																
Economic Disadvantage - Fall	6903	1559	596	8.63%	487	269	3.90%	154	125	1.81%	1	1	0.01%	2201	670	9.71%																
Economic Disadvantage - Summer	7559	1682	643	8.51%	554	304	4.02%	173	143	1.89%	1	1	0.01%	2410	737	9.75%																
At Risk - Fall	7672	1755	677	8.82%	601	325	4.24%	226	187	2.44%	1	1	0.01%	2583	768	10.01%																
Bilingual - Fall	1151	24	17	1.48%	3	3	0.26%	4	4	0.35%	0	0	0.00%	31	17	1.48%																
ESL - Fall	2260	459	188	8.32%	105	66	2.92%	42	39	1.73%	0	0	0.00%	606	204	9.03%																
CTE Attendance - Summer	9015	1991	814	9.03%	688	402	4.46%	261	217	2.41%	2	2	0.02%	2942	949	10.53%																
Section 504 - Summer	2084	380	185	8.88%	166	87	4.17%	57	49	2.35%	0	0	0.00%	603	212	10.17%																

ISS: In-School Suspension

OSS: Out-of-School Suspension

DAEP: Disciplinary Alternative Education Program

JJAEP: Juvenile Justice Alternative Education Program

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

Special Programs

Results Driven Accountability

Tomball ISD RDA 2025

STAAR 3-8

	BE	ESL	ALP	EB n/s	EBYAR	OSP	SpEd	SpEd YAE
Math	0	0	0	0	0	0	1	0
Reading	0	0	0	0	0	0	1	0
Science	0	0	0	0	0	0	0 RI	0
Soc Stu	n/d	3	n/d	n/a	0	0	3	0

STAAR EOC

	EB	OSP	All SpEd
Algebra I	0	0	0
Biology	0	0	0
US Hist	0	0	0
Eng I, Eng II	1	0	1

TELPAS

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

Completion

	EB	OSP	SpEd
Annual Dropout	0	2	0
Graduation	0	0	1

SpEd Instructional Placement and Disciplinary Placement

	SpEd	Population
Regular Early Childhood (ages 3-5)	0	
Reg. Class \geq 80% (ages 6-21)	0	
Reg. Class $<$ 40% (ages 6-21)	1	
SpEd Separate Settings Rate (Ages 6-21)	RO	5/2,747
SpEd Representation (Ages 3-11)	RO	2,939/22/913
OSS and Expulsion \leq 10 days ages 3-21	RO	All: 108/3,006
	SD Yr1	African-American
OSS and Expulsion $>$ 10 Days	0	
ISS \leq 10 Days	RO	224/3,006
ISS $>$ 10 Days	0	
Total Disciplinary Removals ages 3-21	1	
	SD Yr 1	African-American

RO Report Only

Special Education

State Performance Plan for Special Education

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

2025 District Profile (School Year 2023-24) State Performance Plan Indicator Targets

REGION 04
TOMBALL ISD (101921)

[About the LEA Profile Report](#)
[Back to User Selection Page](#)

State Performance Plan / Annual Performance Report Indicators	State			LEA	
	Target	Rate	Met Target	Rate	Met State Target
1: Graduation	47.00%	50.9%	YES	58.7%	YES
2: Dropout	11.00%	14.1%	NO	7.6%	YES
3A: Statewide Assessment Participation Rate - Grade 4 Reading	95.00%	99.2%	YES	100.0%	YES
3A: Statewide Assessment Participation Rate - Grade 8 Reading	95.00%	98.4%	YES	99.0%	YES
3A: Statewide Assessment Participation Rate - High School Reading	95.00%	86.8%	NO	91.4%	NO
3A: Statewide Assessment Participation Rate - Grade 4 Math	95.00%	99.3%	YES	100.0%	YES
3A: Statewide Assessment Participation Rate - Grade 8 Math	95.00%	98.4%	YES	100.0%	YES
3A: Statewide Assessment Participation Rate - High School Math	95.00%	96.4%	YES	99.3%	YES
3B: Statewide Assessment Proficiency Rate - Grade 4 Reading Regular Assessment	25.00%	17.8%	NO	30.0%	YES
3B: Statewide Assessment Proficiency Rate - Grade 8 Reading Regular Assessment	25.00%	15.9%	NO	31.3%	YES
3B: Statewide Assessment Proficiency Rate - High School Reading Regular Assessment	25.00%	14.0%	NO	20.2%	NO
3B: Statewide Assessment Proficiency Rate - Grade 4 Math Regular Assessment	25.00%	17.8%	NO	27.6%	YES
3B: Statewide Assessment Proficiency Rate - Grade 8 Math Regular Assessment	25.00%	15.7%	NO	43.3%	YES
3B: Statewide Assessment Proficiency Rate - High School Math Regular Assessment	25.00%	9.8%	NO	24.8%	NO
3C: Statewide Assessment Proficiency Rate - Grade 4 Reading Alternate Assessment	92.00%	87.8%	NO	92.0%	YES
3C: Statewide Assessment Proficiency Rate - Grade 8 Reading Alternate Assessment	94.00%	89.5%	NO	100.0%	YES
3C: Statewide Assessment Proficiency Rate - High School Reading Alternate Assessment	95.00%	92.3%	NO	95.7%	YES
3C: Statewide Assessment Proficiency Rate - Grade 4 Math Alternate Assessment	95.00%	92.1%	NO	96.0%	YES
3C: Statewide Assessment Proficiency Rate - Grade 8 Math Alternate Assessment	95.00%	94.6%	NO	100.0%	YES
3C: Statewide Assessment Proficiency Rate - High School Math Alternate Assessment	94.00%	92.7%	NO	87.0%	NO
3D: Statewide Assessment Proficiency Rate Gap between All Children and Children with IEPs - Grade 4 Reading	22.00%	31.5%	NO	43.9%	NO
3D: Statewide Assessment Proficiency Rate Gap between All Children and Children with IEPs - Grade 8 Reading	34.00%	38.7%	NO	47.2%	NO
3D: Statewide Assessment Proficiency Rate Gap between All Children and Children with IEPs - High School Reading	35.00%	35.0%	YES	55.7%	NO
3D: Statewide Assessment Proficiency Rate Gap between All Children and Children with IEPs - Grade 4 Math	19.00%	25.9%	NO	41.5%	NO
3D: Statewide Assessment Proficiency Rate Gap between All Children and Children with IEPs - Grade 8 Math	30.00%	33.6%	NO	34.6%	NO
3D: Statewide Assessment Proficiency Rate Gap between All Children and Children with IEPs - High School Math	25.00%	25.0%	YES	51.4%	NO

State Performance Plan / Annual Performance Report Indicators	State			LEA	
	Target	Rate	Met Target	Rate	Met State Target
4A: Suspension and Expulsion	22.00%	15.1%	YES	NR	NR
4B: Suspension and Expulsion - by Race or Ethnicity	0.00%	0.0%	YES	NR	NR
5A: Educational Environment, Ages 5 (Enrolled in Kindergarten) through 21 - inside the Regular Class 80% or More of the Day	74.00%	74.6%	YES	83.8%	YES
5B: Educational Environment, Ages 5 (Enrolled in Kindergarten) through 21 - inside the Regular Class Less than 40% of the Day	12.00%	13.1%	NO	12.8%	NO
5C: Educational Environment, Ages 5 (Enrolled in Kindergarten) through 21 - in Separate Schools, Residential Facilities, or Homebound/Hospital Placements	1.00%	0.66%	YES	0.50%	YES
6A: Educational Environment, Preschool Ages 3 through 5 (not Enrolled in Kindergarten) - Regular Early Childhood Program	28.00%	26.4%	NO	38.3%	YES
6B: Educational Environment, Preschool Ages 3 through 5 (not Enrolled in Kindergarten) - Separate Special Education Class, Separate School or Residential Facility	24.00%	27.4%	NO	25.5%	NO
6C: Educational Environment, Preschool Ages 3 through 5 (not Enrolled in Kindergarten) - Receiving Services in the Home	0.85%	0.65%	YES	1.34%	NO
7A: Early Childhood Outcomes - Positive Social/Emotional Skills Summary 1	86.00%	81.6%	NO	85.3%	NO
7A: Early Childhood Outcomes - Positive Social/Emotional Skills Summary 2	63.00%	55.3%	NO	71.0%	YES
7B: Early Childhood Outcomes - Acquisition and Use of Knowledge and Skills Summary 1	85.00%	80.7%	NO	73.9%	NO
7B: Early Childhood Outcomes - Acquisition and Use of Knowledge and Skills Summary 2	58.00%	53.6%	NO	66.0%	YES
7C: Early Childhood Outcomes - Use of Appropriate Behaviors to Meet Needs Summary 1	86.00%	80.8%	NO	80.4%	NO
7C: Early Childhood Outcomes - Use of Appropriate Behaviors to Meet Needs Summary 2	73.00%	67.1%	NO	76.0%	YES
8: Parent Involvement	81.00%	70.0%	NO	63.3%	NO
9: Disproportionate Representation - by Race or Ethnicity as a Result of Inappropriate Identification	0.00%	0.0%	YES	NR	YES
10: Disproportionate Representation - by Race or Ethnicity in Specific Disability Categories as a Result of Inappropriate Identification	0.00%	0.0%	YES	NR	YES
11: Child Find	100.00%	97.3%	NO	98.2%	NO
12: Early Childhood Transition	100.00%	96.0%	NO	NR	NR
13: Secondary Transition	100.00%	97.4%	NO	100.0%	YES
14A: Post-school Outcomes - Enrolled in Higher Education	32.00%	27.5%	NO	31.0%	NO
14B: Post-school Outcomes - Enrolled in Higher Education or Competitively Employed	65.00%	55.5%	NO	65.5%	YES
14C: Post-school Outcomes - Enrolled in Higher Education or in Some Other Postsecondary Program, or Competitively Employed or in Some Other Employment	82.00%	66.9%	NO	75.9%	NO

Archived and future reports can be accessed at: <https://rptsrv1.tea.texas.gov/idea/index.html>

Special Education Outcomes

STAAR 3-8

	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Math										
Academic Readiness - Did Not Meet	45.27%	38.69%	37.45%	41.74%	0.00%	49.93%	45.48%	41.70%	44.48%	41.01%
Academic Readiness - Approaches	59.26%	65.08%	67.45%	62.96%	0.00%	50.07%	54.52%	58.30%	55.52%	58.99%
Academic Readiness - Meets	23.66%	26.39%	27.65%	25.57%	0.00%	23.27%	23.55%	26.77%	27.09%	28.46%
Academic Readiness - Masters	7.82%	12.50%	12.16%	9.91%	0.00%	11.29%	9.74%	8.49%	8.69%	11.79%
Reading										
Academic Readiness - Did Not Meet	55.62%	53.97%	50.10%	52.15%	0.00%	57.84%	42.61%	40.95%	43.27%	38.15%
Academic Readiness - Approaches	48.67%	50.60%	53.22%	54.22%	0.00%	42.16%	57.39%	59.05%	56.73%	61.85%
Academic Readiness - Meets	19.02%	19.84%	21.83%	19.97%	0.00%	17.46%	29.21%	25.16%	28.02%	31.78%
Academic Readiness - Masters	7.57%	9.13%	9.94%	7.92%	0.00%	8.19%	14.32%	7.99%	8.72%	10.00%
Social Studies										
Academic Readiness - Did Not Meet	60.87%	62.30%	62.07%	46.59%	0.00%	53.85%	58.18%	62.30%	51.98%	68.75%
Academic Readiness - Approaches	39.13%	37.70%	37.93%	53.41%	0.00%	46.15%	41.82%	37.70%	48.02%	31.25%
Academic Readiness - Meets	13.04%	8.20%	11.49%	21.59%	0.00%	14.29%	13.64%	14.75%	18.64%	13.64%
Academic Readiness - Masters	7.25%	4.92%	6.90%	11.36%	0.00%	6.59%	6.36%	4.10%	7.91%	9.66%
Science										
Academic Readiness - Did Not Meet	47.74%	56.30%	55.62%	45.16%	0.00%	49.17%	48.06%	55.96%	50.37%	43.32%
Academic Readiness - Approaches	52.26%	43.70%	44.38%	54.84%	0.00%	50.83%	51.94%	44.04%	49.63%	56.68%
Academic Readiness - Meets	20.00%	20.74%	20.22%	25.27%	0.00%	19.58%	24.42%	21.52%	19.80%	24.14%
Academic Readiness - Masters	3.87%	8.15%	8.43%	11.83%	0.00%	7.92%	12.02%	5.96%	4.89%	7.97%

Special Education EOC	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025
Algebra 1					
Academic Readiness - Did Not Meet	35.06%	22.69%	23.62%	14.62%	18.44%
Academic Readiness - Approaches	64.94%	77.31%	76.38%	85.38%	81.56%
Academic Readiness - Meets	25.97%	30.25%	33.07%	33.08%	46.93%
Academic Readiness - Masters	9.09%	14.29%	11.81%	14.62%	20.67%
English 1					
Academic Readiness - Did Not Meet	63.29%	61.07%	39.87%	48.65%	48.76%
Academic Readiness - Approaches	36.71%	38.93%	60.13%	51.35%	51.24%
Academic Readiness - Meets	21.52%	19.08%	27.22%	23.65%	28.36%
Academic Readiness - Masters	0.00%	2.29%	2.53%	2.03%	5.47%
English 2					
Academic Readiness - Did Not Meet	59.04%	56.96%	47.79%	45.38%	56.00%
Academic Readiness - Approaches	40.96%	43.04%	52.21%	54.62%	44.00%
Academic Readiness - Meets	20.48%	25.32%	23.89%	34.62%	24.80%
Academic Readiness - Masters	0.00%	0.00%	0.00%	0.77%	0.80%
Biology					
Academic Readiness - Did Not Meet	29.87%	26.96%	10.45%	9.57%	12.92%
Academic Readiness - Approaches	70.13%	73.04%	89.55%	90.43%	87.08%
Academic Readiness - Meets	25.97%	29.57%	29.10%	42.61%	47.75%
Academic Readiness - Masters	2.60%	10.43%	8.21%	2.61%	11.24%
US History					
Academic Readiness - Did Not Meet	28.57%	19.74%	15.00%	6.52%	13.13%
Academic Readiness - Approaches	71.43%	80.26%	85.00%	93.48%	86.87%
Academic Readiness - Meets	36.36%	55.26%	43.33%	47.83%	47.47%
Academic Readiness - Masters	15.58%	31.58%	18.33%	8.70%	16.16%

Allotment for Student With Dyslexia or Related Disorder

Texas HB 2

For 2025–2026, the Texas Legislature passed HB 2, which increases the basic allotment and includes an automatic adjustment to account for property value growth.

[Allotment for Students With Dyslexia or a Related Disorder](#)

C.S.H.B. 2 revises a district's entitlement to an allotment for a student with dyslexia or a related disorder as follows:

- expands the applicability of such an entitlement to include a student who is receiving instruction or accommodations for dyslexia or a related disorder in accordance with an IEP developed under state law or is receiving accommodations for dyslexia or a related disorder in accordance with a plan developed under Section 504 of the federal Rehabilitation Act of 1973, as applicable, and removes the criteria that such instruction must meet;
- entitles a district to the allotment for a student who meets existing criteria for the allotment and who does not have an IEP or a plan under Section 504 of the federal Rehabilitation Act of 1973;
- removes the requirement that a student satisfy the eligibility requirements under this allotment and the special education allotment in order for the applicable district to receive funding;
- specifies that a district may receive funding for a student under each provision relating to this allotment, the special education allotment, and the special education service group allotment for which the student qualifies; and
- removes the 20 percent cap on the amount of the allotment that may be used by a district to contract with a private provider to provide supplemental academic services to the student.

Background

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

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

Spending Guidance

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

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

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

Allotment for Student With Dyslexia or Related Disorder District Funding and Estimated Expenditures

Allotment for Student With Dyslexia or Related Disorder Program Intent Codes: 37, 43	\$698,542.00
Total amount of supplemental financial resources for Allotment for Student With Dyslexia or Related Disorder other than FTE	\$12,500.00
Total amount of supplemental FTEs for Allotment for Student With Dyslexia or Related Disorder	\$686,042.00
Total count of supplemental FTEs for Allotment for Student With Dyslexia or Related Disorder	22

Row Labels	Sum of Count
37	22
COUNSELOR	12
DIRECTOR-ELA/DYSLEXIA/SS	1
INSTR SPECIALIST-MATH	1
INSTR SPECIALIST-READING	3
READING SPECIALIST	5
Grand Total	22

At-Risk

State Compensatory Education (SCE) Plan

Purpose

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

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

1. Use of the student performance data resulting from STAAR and STAAR EOC to design and implement appropriate compensatory, intensive, or accelerated instructional services for students in the district's schools that enable the students to be performing at grade level at the conclusion of the next regular school term.
2. Provide accelerated instruction to a student enrolled in the district who has taken an end-of-course assessment instrument and has not performed satisfactorily or who is at risk of dropping out of school.
3. Offer before the next scheduled administration of the STAAR EOC, without cost to the student, additional accelerated instruction to each student in any subject in which the student failed to perform satisfactorily on an end-of-course assessment instrument required for graduation.
4. Provide support to campuses as they use State Compensatory Education (SCE) funds to reduce the disparity between students at-risk of dropping out of school and all other students.
5. Provide supplemental personnel to campuses for bilingual and ESL programs to support the instructional needs of students at-risk due to Limited English Proficiency.
6. Provide supplemental personnel to the DAEP to support the instructional needs of students who are at-risk due to a placement in an alternative education program.

At-Risk Student Indicators

The AT-RISK-INDICATOR-CODE indicates whether a student is currently identified as “at-risk” of not meeting standards or dropping out of school using state-defined criteria (TEC §29.081, Compensatory and Accelerated Instruction). During the 2024-2025 school year, **a student “at-risk of dropping out of school” included each student who was under 26 years of age and who:**

- A. except as provided by TEC, §29.081(h) or if retained for prekindergarten under TEC, §28.02124, was not advanced from one grade level to the next for one or more school years;
- B. if the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- C. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39 (Public School System Accountability), and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- D. if the student is pre kindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- E. is pregnant or is a parent;
- F. has been placed in an alternative education program in accordance with Section 37.006 (Removal for Certain Conduct)during the preceding or current school year;
- G. has been expelled in accordance with Section 37.007 (Expulsion for Serious Offenses)during the preceding or current school year;
- H. is currently on parole, probation, deferred prosecution, or other conditional release;
- I. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
- J. is an emergent bilingual student, as defined by Section 29.052
- K. is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- L. is homeless, as defined by 42 U.S.C. Section 11434 (a), and its subsequent amendments;
- M. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation; or
- N. has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07 (Definitions), Penal Code.
- O. is enrolled in a school district or open-enrollment charter school, or a campus of a school district or open-enrollment charter school, that is designated as a dropout recovery schools under TEC, §39.0548; (current school year

At-Risk Criteria Percentages 2024-2025

Campus	Total Student Count	At Risk		Retained		STAAR		PK-3		Pregnant or		DAEP		Expelled		Prior PEIMS		Emergent		DFPS		Homeless		Residential		Dropout	
		Count	Campus %	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
(101921001) - Tomball H S	3,399	1,126	33.1%	136	12.1%	260	23.1%	0	0.0%	1	0.1%	11	1.0%	0	0.0%	3	0.3%	311	27.6%	3	0.3%	6	0.5%	1	0.1%	0	0
(101921002) - Tomball Memorial H S	3,233	763	23.6%	79	10.4%	136	17.8%	0	0.0%	0	0.0%	13	1.7%	0	0.0%	0	0.0%	243	31.8%	3	0.4%	3	0.4%	0	0.0%	0	0
(101921003) - Tomball J J A E P Campus	2	2	100.0%	0	0.0%	1	50.0%	0	0.0%	0	0.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0
(101921005) - Tomball Star Academy	415	56	13.5%	5	8.9%	0	0.0%	0	0.0%	0	0.0%	1	1.8%	0	0.0%	0	0.0%	4	7.1%	0	0.0%	0	0.0%	0	0.0%	0	0
(101921042) - Tomball J H	800	285	35.6%	15	5.3%	103	36.1%	0	0.0%	0	0.0%	4	1.4%	0	0.0%	0	0.0%	73	25.6%	1	0.4%	0	0.0%	0	0.0%	0	0
(101921043) - Willow Wood J H	1,169	319	27.3%	20	6.3%	83	26.0%	0	0.0%	0	0.0%	1	0.3%	0	0.0%	0	0.0%	122	38.2%	3	0.9%	1	0.3%	1	0.3%	0	0
(101921044) - Creekside Park J H	1,231	265	21.5%	10	3.8%	47	17.7%	0	0.0%	0	0.0%	4	1.5%	0	0.0%	0	0.0%	94	35.5%	0	0.0%	0	0.0%	0	0.0%	0	0
(101921045) - Grand Lakes J H	974	270	27.7%	9	3.3%	77	28.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	82	30.4%	0	0.0%	0	0.0%	0	0.0%	0	0
(101921100) - Early Excellence Academy	212	140	66.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	140	100.0%	2	1.4%	0	0.0%	0	0.0%	0	0
(101921102) - Decker Prairie EL	664	69	10.4%	4	5.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	25	36.2%	2	0.4%	0	0.0%	0	0.0%	0	0
(101921103) - Lakewood EL	723	205	28.4%	5	2.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	85	41.5%	2	1.0%	0	0.0%	0	0.0%	0	0
(101921105) - Tomball INT	625	176	28.2%	6	3.4%	81	46.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	29	16.5%	0	0.0%	0	0.0%	0	0.0%	0	0
(101921107) - Willow Creek EL	621	205	33.0%	12	5.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	83	40.5%	0	0.0%	3	1.5%	0	0.0%	0	0
(101921108) - Tomball EL	620	224	36.1%	26	11.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	37	16.5%	0	0.0%	0	0.0%	0	0.0%	0	0
(101921109) - Northpointe INT	856	192	22.4%	9	4.7%	56	29.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	58	30.2%	0	0.0%	1	0.5%	0	0.0%	0	0
(101921110) - Rosehill EL	768	427	55.6%	10	2.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	311	72.8%	1	0.2%	0	0.0%	0	0.0%	0	0
(101921111) - Canyon Pointe EL	823	437	53.1%	8	1.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	358	81.9%	4	0.9%	0	0.0%	0	0.0%	0	0
(101921112) - Creekside Forest EL	631	127	20.1%	9	7.1%	1	0.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	83	65.4%	0	0.0%	0	0.0%	0	0.0%	0	0
(101921113) - Timber Creek EL	948	259	27.3%	11	4.2%	7	2.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	184	71.0%	0	0.0%	0	0.0%	0	0.0%	0	0
(101921114) - Wildwood EL	822	259	31.5%	6	2.3%	1	0.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	141	54.4%	1	0.4%	1	0.4%	0	0.0%	0	0
(101921115) - Creekview EL	901	238	26.4%	10	4.2%	6	2.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	159	66.8%	0	0.0%	0	0.0%	0	0.0%	0	0
(101921116) - Oakcrest INT	671	234	34.9%	9	3.8%	45	19.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	116	49.6%	0	0.0%	0	0.0%	0	0.0%	0	0
(101921117) - Grand Oaks EL	613	199	32.5%	7	3.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	72	36.2%	0	0.0%	0	0.0%	0	0.0%	0	0
(101921118) - West EL	818	269	32.9%	8	3.0%	1	0.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	84	31.2%	3	1.1%	0	0.0%	0	0.0%	0	0
(All) - All Campuses	22,539	6,746	29.9%	414	6.1%	905	13.4%	0	0.0%	1	0.0%	34	0.5%	2	0.0%	3	0.0%	2,894	42.9%	23	0.3%	15	0.2%	2	0.0%	0	0

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

25-26 State Compensatory Education (SCE) Allotment Program Intent Codes: 24, 26, 28, 29, 30, 36	\$10,385,123.00
Total amount of supplemental financial resources for SCE other than FTE	\$77,238.00
Total amount of supplemental FTEs for SCE	\$10,307,885.00
Total count of supplemental FTEs for SCE	153

State Compensatory Education (SCE) Assignments

Row Labels	Sum of Count		
24	153	28	9
3RD GRADE MATH/SCI TEACH	1	COUNSELOR	1
4TH GRADE MATH/SCI TEACH	1	ENGLISH TEACHER	1
5TH & 6TH BIL ELA	4	INSTR AIDE	1
5TH BIL ELA	1	MATH/SCIENCE TEACHER	1
ACADEMIC SPECIALIST	10	PRINCIPAL	2
ADV. ACADEMICS SPECIALIST	2	SUCCESS ACADEMY TEACHER	1
BIL PRE-K COLLAB AIDE	1	TAEC TEACHER ALL SUBJ 5-8	1
BIL PRE-K COLLAB TEACHER	2	TAEC TEACHER SP ED	1
BILINGUAL TEACHER 1ST GR	3	36	154
BILINGUAL TEACHER 2ND GR	7	3RD GR ELA/SS TEACH	1
BILINGUAL TEACHER 3RD GR	3	ADMIN ASST-PRINCIPAL	1
BILINGUAL TEACHER 4TH GR	2	ASSISTANT PRINCIPAL	1
BILINGUAL TEACHER 5TH GR	2	BIL PRE-K COLLAB AIDE	9
BILINGUAL TEACHER 6TH GR	5	BIL PRE-K COLLAB TEACHER	7
BILINGUAL TEACHER KINDER	3	BILINGUAL TEACHER PRE-K	3
BILINGUAL TEACHER PRE-K	1	COUNSELOR	1
EB COMPLIANCE SPECIALIST	1	ECSE AIDE	2
ESL TEACHER	5	ECSE TEACHER	7
INSTR AIDE	25	FIRST GRADE TEACHER	3
INSTR AIDE IN-SCHOOL SUSP	7	INSTR AIDE-PE	1
INSTR AIDE-BIL	7	INSTR SPECIALIST-MATH	5
INSTR AIDE-ESL	7	INSTR SPLST-MATH/SCIENCE	1
INSTR AIDE-LIBRARY	1	KINDERGARTEN TEACHER	54
INSTR AIDE-PE	1	PHYSICAL EDUCATION TCHR	1
INSTR AIDE-PRE-K	1	PRE-K COLLAB AIDE	14
INSTR SPECIALIST-BIL	4	PREK COLLABORATIVE TEACH	13
INSTR SPECIALIST-ESL	3	PRE-KINDERGARTEN TEACHER	4
INSTR SPECIALIST-MATH	6	PRINCIPAL	2
INSTR SPECIALIST-READING	2	RECEPTIONIST	1
INSTR SPLST-MATH/SCIENCE	1	SDC TEACHER	1
PHYSICAL EDUCATION TCHR	1	SECOND GRADE TEACHER	1
PRE-K COLLAB AIDE	1	SECRETARY-ATTENDANCE	1
PREK COLLABORATIVE TEACH	1	SP ED AIDE - ECSE/SDC	10
PRE-KINDERGARTEN TEACHER	1	SP ED AIDE-ECSE	2
READING SPECIALIST	7	SP ED TCHR-SLL	1
SECOND GRADE TEACHER	1	SP ED TCHR-SPECLIZED SUPP	1
SP ED AIDE-IN-CLASS SUPT	8	SP ED TEACHER - ECSE/SDC	5
TWDL 1ST GRADE BIL	2	THIRD GRADE TEACHER	1
TWDL 2ND GRADE BIL	2	Grand Total	316
TWDL 3RD GRADE BIL	1		
TWDL 4TH GRADE	4		
TWDL 4TH GRADE SLA/SS	1		
TWDL- KINDER BIL	1		
TWDL-1ST BIL	2		
WORKROOM AIDE-NON-INSTR	1		

At-Risk Student Outcomes

Grade Tested 03													
		Math			Reading/ELA			Science			Social Studies		
		2024	2025	% Diff	2024	2025	% Diff	2024	2025	% Diff	2024	2025	% Diff
Masters	At Risk	12.9%	17.1%	4.2%	15.1%	19.0%	3.9%						
	Not At Risk	36.8%	47.2%	10.4%	48.8%	58.9%	10.1%						
	Gap	23.9	30.1	6.2	33.7	39.9	6.2						
Meets	At Risk	40.4%	46.2%	5.8%	41.7%	49.9%	8.2%						
	Not At Risk	73.1%	83.8%	10.7%	80.4%	89.6%	9.2%						
	Gap	32.7	37.6	4.9	38.7	39.7	1						
Approaches	At Risk	69.0%	76.8%	7.8%	74.1%	79.5%	5.4%						
	Not At Risk	91.6%	96.0%	4.4%	94.9%	97.8%	2.9%						
	Gap	22.6	19.2	-3.4	20.8	18.3	-2.5						
Did Not Meet	At Risk	31.0%	23.2%	-7.8%	25.9%	20.5%	-5.4%						
	Not At Risk	8.4%	4.0%	-4.4%	5.1%	2.2%	-2.9%						
	Gap	-22.6	-19.2	3.4	-20.8	-18.3	2.5						

Grade Tested 04													
		Math			Reading/ELA			Science			Social Studies		
		2024	2025	% Diff	2024	2025	% Diff	2024	2025	% Diff	2024	2025	% Diff
Masters	At Risk	23.1%	22.1%	-1.0%	21.4%	18.0%	-3.4%						
	Not At Risk	47.7%	56.4%	8.7%	53.0%	55.7%	2.7%						
	Gap	24.6	34.3	9.7	31.6	37.7	6.1						
Meets	At Risk	47.4%	48.0%	0.6%	48.3%	50.8%	2.5%						
	Not At Risk	78.2%	79.2%	1.0%	84.4%	86.3%	1.9%						
	Gap	30.8	31.2	0.4	36.1	35.5	-0.6						
Approaches	At Risk	71.6%	70.1%	-1.5%	79.5%	81.6%	2.1%						
	Not At Risk	92.4%	93.5%	1.1%	96.5%	97.0%	0.5%						
	Gap	20.8	23.4	2.6	17	15.4	-1.6						
Did Not Meet	At Risk	28.4%	29.9%	1.5%	20.5%	18.4%	-2.1%						
	Not At Risk	7.6%	6.5%	-1.1%	3.5%	3.0%	-0.5%						
	Gap	-20.8	-23.4	-2.6	-17	-15.4	1.6						

Grade Tested 05													
		Math			Reading/ELA			Science			Social Studies		
		2024	2025	% Diff	2024	2025	% Diff	2024	2025	% Diff	2024	2025	% Diff
Masters	At Risk	17.6%	16.0%	-1.6%	19.6%	17.2%	-2.4%	9.3%	7.4%	-1.9%			
	Not At Risk	48.2%	53.8%	5.6%	57.8%	62.0%	4.2%	38.1%	38.2%	0.1%			
	Gap	30.6	37.8	7.2	38.2	44.8	6.6	28.8	30.8	2			
Meets	At Risk	45.3%	36.8%	-8.5%	44.6%	41.9%	-2.7%	22.9%	22.2%	-0.7%			
	Not At Risk	82.0%	83.3%	1.3%	84.2%	89.1%	4.9%	67.6%	69.2%	1.6%			
	Gap	36.7	46.5	9.8	39.6	47.2	7.6	44.7	47	2.3			
Approaches	At Risk	73.7%	65.8%	-7.9%	73.1%	66.9%	-6.2%	58.9%	62.1%	3.2%			
	Not At Risk	95.2%	97.0%	1.8%	96.2%	97.8%	1.6%	90.5%	94.2%	3.7%			
	Gap	21.5	31.2	9.7	23.1	30.9	7.8	31.6	32.1	0.5			
Did Not Meet	At Risk	26.3%	34.2%	7.9%	26.9%	33.1%	6.2%	41.1%	37.9%	-3.2%			
	Not At Risk	4.8%	3.0%	-1.8%	3.8%	2.2%	-1.6%	9.5%	5.8%	-3.7%			
	Gap	-21.5	-31.2	-9.7	-23.1	-30.9	-7.8	-31.6	-32.1	-0.5			

Grade Tested 06													
		Math			Reading/ELA			Science			Social Studies		
		2024	2025	% Diff	2024	2025	% Diff	2024	2025	% Diff	2024	2025	% Diff
Masters	At Risk	13.7%	12.2%	-1.5%	18.9%	15.5%	-3.4%						
	Not At Risk	44.3%	55.3%	11.0%	58.6%	66.5%	7.9%						
	Gap	30.6	43.1	12.5	39.7	51	11.3						
Meets	At Risk	38.6%	35.2%	-3.4%	50.5%	42.4%	-8.1%						
	Not At Risk	79.7%	85.0%	5.3%	89.7%	92.5%	2.8%						
	Gap	41.1	49.8	8.7	39.2	50.1	10.9						
Approaches	At Risk	73.4%	78.2%	4.8%	72.6%	66.2%	-6.4%						
	Not At Risk	95.9%	97.8%	1.9%	96.9%	98.1%	1.2%						
	Gap	22.5	19.6	-2.9	24.3	31.9	7.6						
Did Not Meet	At Risk	26.6%	21.8%	-4.8%	27.4%	33.8%	6.4%						
	Not At Risk	4.1%	2.2%	-1.9%	3.1%	1.9%	-1.2%						
	Gap	-22.5	-19.6	2.9	-24.3	-31.9	-7.6						

Grade Tested 07													
		Math			Reading/ELA			Science			Social Studies		
		2024	2025	% Diff	2024	2025	% Diff	2024	2025	% Diff	2024	2025	% Diff
Masters	At Risk	9.0%	2.7%	-6.3%	22.2%	17.7%	-4.5%						
	Not At Risk	26.8%	8.1%	-18.7%	60.0%	56.9%	-3.1%						
	Gap	17.8	5.4	-12.4	37.8	39.2	1.4						
Meets	At Risk	35.7%	21.8%	-13.9%	46.5%	40.9%	-5.6%						
	Not At Risk	67.0%	41.2%	-25.8%	83.7%	86.2%	2.5%						
	Gap	31.3	19.4	-11.9	37.2	45.3	8.1						
Approaches	At Risk	55.4%	48.7%	-6.7%	68.3%	69.6%	1.3%						
	Not At Risk	84.8%	75.9%	-8.9%	95.4%	97.0%	1.6%						
	Gap	29.4	27.2	-2.2	27.1	27.4	0.3						
Did Not Meet	At Risk	44.6%	51.3%	6.7%	31.7%	30.4%	-1.3%						
	Not At Risk	15.2%	24.1%	8.9%	4.6%	3.0%	-1.6%						
	Gap	-29.4	-27.2	2.2	-27.1	-27.4	-0.3						

Grade Tested 08													
		Math			Reading/ELA			Science			Social Studies		
		2024	2025	% Diff	2024	2025	% Diff	2024	2025	% Diff	2024	2025	% Diff
Masters	At Risk	15.6%	18.2%	2.6%	18.2%	22.0%	3.8%	8.6%	14.4%	5.8%	9.2%	11.1%	1.9%
	Not At Risk	37.4%	45.3%	7.9%	60.7%	62.4%	1.7%	38.7%	46.7%	8.0%	40.5%	36.8%	-3.7%
	Gap	21.8	27.1	5.3	42.5	40.4	-2.1	30.1	32.3	2.2	31.3	25.7	-5.6
Meets	At Risk	49.0%	53.1%	4.1%	49.3%	47.8%	-1.5%	35.0%	40.7%	5.7%	23.7%	24.8%	1.1%
	Not At Risk	78.3%	85.1%	6.8%	89.3%	87.4%	-1.9%	75.4%	82.8%	7.4%	65.6%	59.6%	-6.0%
	Gap	29.3	32	2.7	40	39.6	-0.4	40.4	42.1	1.7	41.9	34.8	-7.1
Approaches	At Risk	79.7%	79.4%	-0.3%	75.9%	77.6%	1.7%	67.9%	73.7%	5.8%	54.9%	47.6%	-7.3%
	Not At Risk	95.4%	95.3%	-0.1%	97.1%	97.2%	0.1%	93.9%	96.2%	2.3%	90.7%	85.8%	-4.9%
	Gap	15.7	15.9	0.2	21.2	19.6	-1.6	26	22.5	-3.5	35.8	38.2	2.4
Did Not Meet	At Risk	20.3%	20.6%	0.3%	24.1%	22.4%	-1.7%	32.1%	26.3%	-5.8%	45.1%	52.4%	7.3%
	Not At Risk	4.6%	4.7%	0.1%	2.9%	2.8%	-0.1%	6.1%	3.8%	-2.3%	9.3%	14.2%	4.9%
	Gap	-15.7	-15.9	-0.2	-21.2	-19.6	1.6	-26	-22.5	3.5	-35.8	-38.2	-2.4

STAAR EOC SCE At Risk Report 24-25 Compared to 23-24 for All Campuses

		Algebra 1			English 1			English 2			Biology			US History		
		2024	2025	% Diff	2024	2025	% Diff	2024	2025	% Diff	2024	2025	% Diff	2024	2025	% Diff
Masters	At Risk	33%	33.9%	0.9	7.3%	5.1%	-2.2	1.6%	1.4%	-0.2	14.9%	12.7%	-2.2	28.1%	31.6%	3.5
	Not At Risk	71.3%	73.3%	2	47.6%	43.6%	-4	26.3%	28.3%	2	50%	54.9%	4.9	77.1%	76.3%	-0.8
	Gap	38.3%	39.4%	1.1	40.3%	38.5%	-1.8	24.7%	26.9%	2.2	35.1%	42.2%	7.1	49%	44.7%	-4.3
Meets	At Risk	58.2%	58.4%	0.2	49.8%	39.3%	-10.5	48.6%	42.8%	-5.8	59.7%	57.6%	-2.1	64%	66.3%	2.3
	Not At Risk	91.1%	89.9%	-1.2	91%	91.1%	0.1	92.3%	90.8%	-1.5	92.8%	94.1%	1.3	95.9%	93.8%	-2.1
	Gap	32.9%	31.5%	-1.4	41.2%	51.8%	10.6	43.7%	48%	4.3	33.1%	36.5%	3.4	31.9%	27.5%	-4.4
Approaches	At Risk	91.7%	85.7%	-6	70.2%	56.7%	-13.5	68.3%	63.3%	-5	94.5%	89.9%	-4.6	95.8%	91.3%	-4.5
	Not At Risk	98.3%	98%	-0.3	96.6%	96.7%	0.1	96.8%	96.2%	-0.6	99.1%	99.5%	0.4	99.6%	99.5%	-0.1
	Gap	6.6%	12.3%	5.7	26.4%	40%	13.6	28.5%	32.9%	4.4	4.6%	9.6%	5	3.8%	8.2%	4.4
Did Not Meet	At Risk	12.1%	14.3%	2.2	37.9%	43.3%	5.4	38.1%	36.7%	-1.4	7.4%	10.1%	2.7	6.5%	8.7%	2.2
	Not At Risk	2.1%	2%	-0.1	4.3%	3.3%	-1	4.5%	3.8%	-0.7	1.2%	0.5%	-0.7	0.6%	0.5%	-0.1
	Gap	-10%	-12.3%	-2.3	-33.6%	-40%	-6.4	-33.6%	-32.9%	0.7	-6.2%	-9.6%	-3.4	-5.9%	-8.2%	-2.3

SCE Dropout Prevention

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

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

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

Foundational Strategies

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

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

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

Early Interventions

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

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

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

Basic Core Strategies

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

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

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

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

Managing and Improving Instruction

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

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

Educational Technology: Technology offers some of the best opportunities for delivering instruction to engage students in authentic learning, addressing multiple intelligences, and adapting to students' learning styles.

Individualized Instruction: Each student has unique interests and past learning experiences. An individualized instructional program for each student allows for flexibility in teaching methods and motivational strategies to consider these individual differences.

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

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

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

Emergent Bilingual: Bilingual Education and English as a Second Language

Emergent Bilingual Program Participation

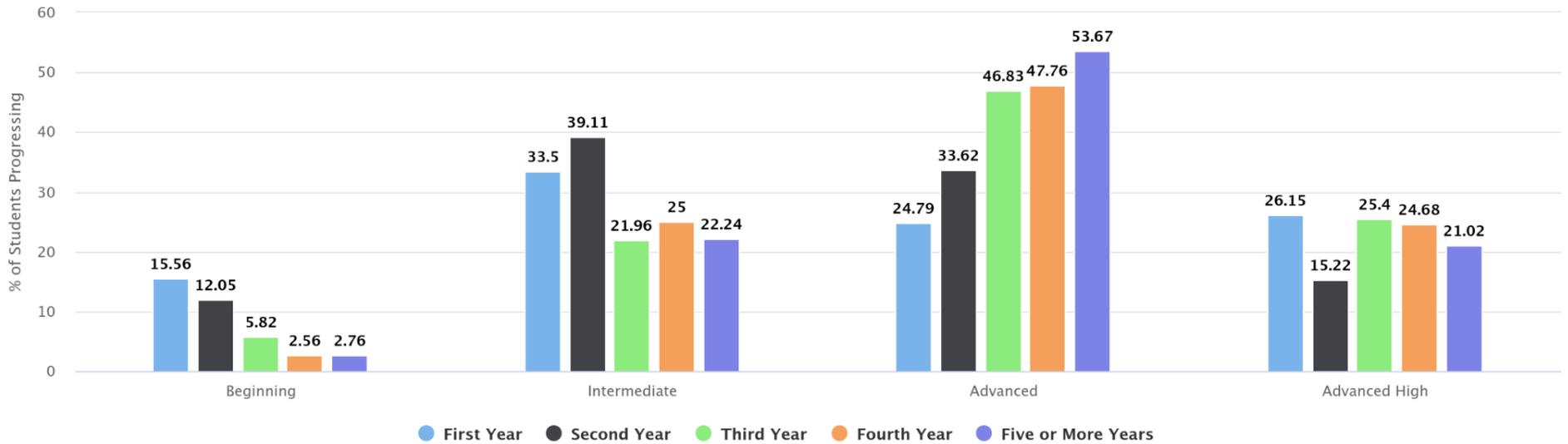
Campus	2021 - 2022			2022 - 2023			2023 - 2024			2024 - 2025		
	EB	Total	%									
Canyon Pointe EL	322	790	40.8	343	787	43.6	347	762	45.5	389	829	46.9
Creekside Forest EL	63	572	11.0	95	656	14.5	115	692	16.6	97	676	14.3
Creekside Park J H	120	1076	11.2	165	1162	14.2	195	1173	16.6	128	1219	10.5
Creekview EL	202	1022	19.8	201	910	22.1	210	911	23.1	201	937	21.5
Decker Prairie EL	27	736	3.7	41	755	5.4	32	713	4.5	24	643	3.7
Early Excellence Academy							143	258	55.4	114	219	52.1
Grand Lakes J H	114	937	12.2	130	969	13.4	130	984	13.2	99	1015	9.8
Grand Oaks EL	79	867	9.1	104	979	10.6	95	989	9.6	73	548	13.3
Lakewood EL	75	816	9.2	69	788	8.8	78	746	10.5	83	756	11.0
Northpointe INT	67	735	9.1	72	774	9.3	76	789	9.6	58	768	7.6
Oakcrest INT	113	761	14.8	116	788	14.7	156	827	18.9	121	815	14.8
Rosehill EL	312	653	47.8	323	695	46.5	293	680	43.1	325	751	43.3
Timber Creek EL	125	730	17.1	189	933	20.3	233	967	24.1	227	970	23.4
Tomball EL	52	803	6.5	53	827	6.4	41	779	5.3	37	668	5.5
Tomball H S	172	2,562	6.7	240	2,801	8.6	343	3,078	11.1	331	3,227	10.3
Tomball INT	152	893	17.0	163	988	16.5	136	1058	12.9	167	1179	14.2
Tomball J H	84	800	10.5	93	828	11.2	131	911	14.4	115	948	12.1
Tomball Memorial H S	126	2755	4.6	178	2994	5.9	237	3141	7.5	257	3213	8.0
Tomball Star Academy	2	353	0.6	7	337	2.1	6	366	1.6	5	402	1.2
West EL										101	740	13.6
Wildwood EL	112	838	13.4	145	871	16.6	157	879	17.9	146	819	17.8
Willow Creek EL	83	734	11.3	100	752	13.3	115	727	15.8	109	687	15.9
Willow Wood J H	71	829	8.6	89	834	10.7	106	844	12.6	96	884	10.9
Tomball ISD	2473	20262	12.2	2916	21428	13.6	3375	22274	15.2	3303	22913	14.4

Emergent Bilingual Outcomes

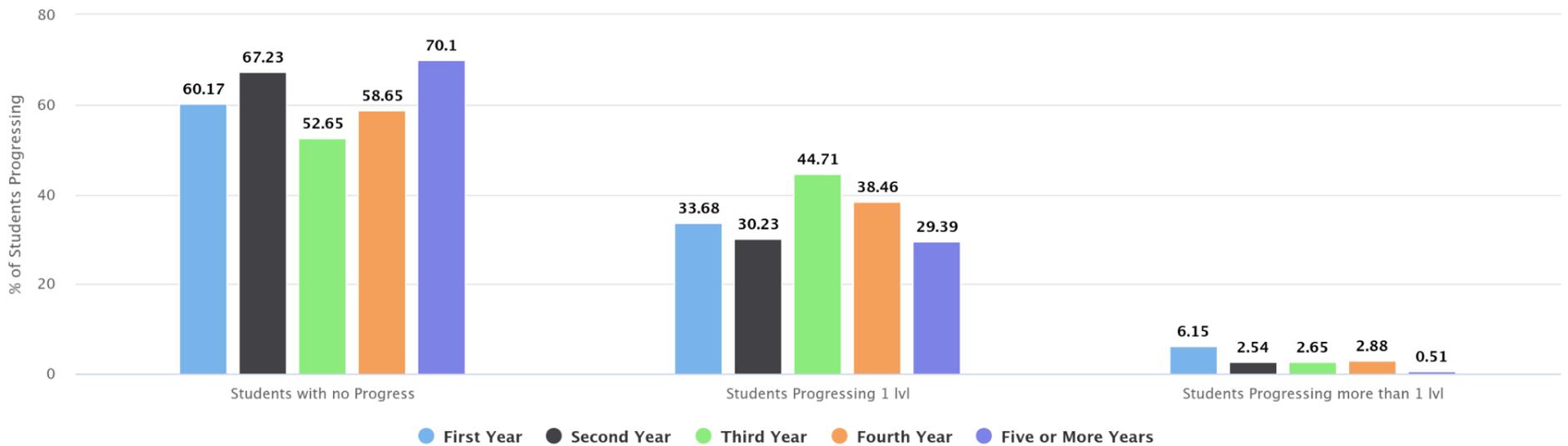
STAAR 3-8	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Math										
Did Not Meet	21.37%	17.12%	15.28%	17.48%	0.00%	25.89%	19.24%	17.96%	21.14%	21.62%
Approaches	80.38%	84.79%	86.65%	84.34%	0.00%	74.11%	80.76%	82.04%	78.86%	78.38%
Meets	46.22%	52.88%	49.55%	50.24%	0.00%	42.86%	49.69%	56.46%	53.63%	51.52%
Masters	19.48%	24.79%	21.69%	24.64%	0.00%	20.13%	24.84%	22.59%	21.50%	21.48%
Reading										
Did Not Meet	27.74%	29.88%	27.02%	31.97%	0.00%	33.62%	20.26%	18.49%	21.57%	23.86%
Approaches	76.06%	73.94%	75.03%	72.38%	0.00%	66.38%	79.74%	81.51%	78.43%	76.14%
Meets	36.06%	36.70%	41.36%	35.59%	0.00%	33.72%	50.81%	55.87%	54.96%	50.72%
Masters	17.52%	18.28%	18.18%	17.25%	0.00%	15.76%	29.31%	23.82%	24.67%	21.13%
Social Studies										
Did Not Meet	56.52%	47.69%	50.79%	54.93%	0.00%	62.38%	50.63%	46.00%	38.57%	60.80%
Approaches	43.48%	52.31%	49.21%	45.07%	0.00%	37.62%	49.38%	54.00%	61.44%	39.20%
Meets	8.70%	16.92%	17.46%	9.86%	0.00%	7.92%	23.75%	27.50%	27.80%	18.59%
Masters	4.35%	6.15%	7.94%	7.04%	0.00%	3.96%	11.25%	10.50%	11.66%	5.53%
Science										
Did Not Meet	36.81%	33.50%	34.27%	27.49%	0.00%	37.98%	25.99%	27.64%	31.17%	27.62%
Approaches	63.19%	66.50%	65.73%	72.51%	0.00%	62.02%	74.01%	72.36%	68.83%	72.38%
Meets	23.93%	36.55%	29.58%	34.66%	0.00%	27.18%	42.33%	38.40%	38.06%	34.97%
Masters	8.59%	10.66%	14.55%	14.74%	0.00%	9.41%	20.79%	13.71%	13.77%	9.35%

EOC	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025
Algebra 1					
Did Not Meet	13.04%	7.75%	11.11%	6.37%	19.37%
Approaches	86.96%	92.25%	88.89%	93.63%	80.63%
Meets	53.26%	56.59%	62.96%	60.16%	58.64%
Masters	39.13%	31.01%	29.63%	39.44%	35.08%
English 1					
Did Not Meet	52.13%	53.90%	28.76%	32.70%	48.17%
Approaches	47.87%	46.10%	71.24%	67.30%	51.83%
Meets	20.21%	26.95%	46.46%	47.53%	36.24%
Masters	3.19%	0.00%	4.87%	8.75%	3.67%
English 2					
Did Not Meet	52.00%	40.57%	37.58%	35.19%	44.88%
Approaches	48.00%	59.43%	62.42%	64.81%	55.12%
Meets	25.33%	33.02%	27.39%	44.91%	33.66%
Masters	0.00%	1.89%	0.00%	0.00%	0.98%
Biology					
Did Not Meet	21.28%	18.32%	7.54%	6.47%	13.00%
Approaches	78.72%	81.68%	92.46%	93.53%	87.00%
Meets	35.11%	45.04%	49.25%	56.90%	57.50%
Masters	6.38%	6.11%	12.56%	17.24%	14.00%
US History					
Did Not Meet	26.67%	14.93%	10.58%	5.93%	14.29%
Approaches	73.33%	85.07%	89.42%	94.07%	85.71%
Meets	51.11%	62.69%	59.62%	49.63%	52.60%
Masters	22.22%	34.33%	32.69%	17.04%	25.97%

TELPAS Overall Composite Scores by Years in U.S. Schools for All Campuses for 2024 – 2025



TELPAS Composite Rating by Progress – Students in U.S. Schools Multiple Years for all campuses for 2024 – 2025



Bilingual Education Allotment (BEA) - State Funds

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

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

BEA funds may be used only for the following:

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

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

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

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

disproportionate to the results achieved.

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

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

Bilingual Education Allotment (BEA) District Funding and Estimated Expenditures

25-26 Bilingual Education Allotment (BEA) Program Intent Codes: 25	\$707,157.00
Total amount of supplemental financial resources for BEA other than FTE	\$41,215.00
Total amount of supplemental FTEs for BEA	\$665,942.00
Total count of supplemental FTEs for BEA	96

Row Labels	Sum of Count
25	96
3RD GRADE MATH/SCI TEACH	1
4TH GRADE MATH/SCI TEACH	1
5TH & 6TH BIL ELA	3
5TH BIL ELA	1
BIL PRE-K COLLAB TEACHER	2
BIL SPED SPEC. SUPPORT	1
BILINGUAL TEACHER 1ST GR	3
BILINGUAL TEACHER 2ND GR	4
BILINGUAL TEACHER 3RD GR	3
BILINGUAL TEACHER 4TH GR	4
BILINGUAL TEACHER 5TH GR	3
BILINGUAL TEACHER 6TH GR	4
BILINGUAL TEACHER KINDER	3
BILINGUAL TEACHER PRE-K	1
DIAGNOSTICIAN	2
EB COMPLIANCE SPECIALIST	2
INSTR AIDE	1
INSTR AIDE-BIL	10
INSTR AIDE-ESL	7
INSTR SPECIALIST-BIL	4
INSTR SPECIALIST-BIL/ESL	1
INSTR SPECIALIST-MATH	1
READING INTERVENT - ESSER	1
SP ED AIDE-DEVELOPMENTAL	1
SP ED AIDE-IN-CLASS SUPT	1
SPED DEVELOP TEACH BIL	1
SPEECH PATH-ASSISTANT	1
SPEECH PATHOLOGIST	4
TWDL 1ST GRADE BIL	3
TWDL 2ND GRADE BIL	4
TWDL 3RD GRADE BIL	4
TWDL 4TH GRADE	3
TWDL 4TH GRADE SLA/SS	1
TWDL- KINDER BIL	4
TWDL KINDER BIL	3
TWDL-1ST BIL	3
Grand Total	96

ESSA Title I, Part A - Improving Basic Programs

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

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

Economically Disadvantaged Identification

	2021 - 2022			2022 - 2023			2023 - 2024			2024 - 2025		
	Eco Dis	Total	%									
Canyon Pointe EL	305	790	38.61%	353	787	44.85%	363	762	47.64%	389	829	46.92%
Creekside Forest EL	34	572	5.94%	59	656	8.99%	37	692	5.35%	51	676	7.54%
Creekside Park J H	130	1,076	12.08%	165	1,162	14.20%	159	1,173	13.56%	148	1,219	12.14%
Creekview EL	105	1,022	10.27%	133	910	14.62%	133	911	14.60%	128	937	13.66%
Decker Prairie EL	295	736	40.08%	305	755	40.40%	272	713	38.15%	225	643	34.99%
Early Excellence Academy	-	-	-	-	-	-	172	258	66.67%	164	219	74.89%
Grand Lakes J H	256	937	27.32%	283	969	29.21%	317	984	32.22%	304	1,015	29.95%
Grand Oaks EL	215	867	24.80%	280	979	28.60%	268	989	27.10%	220	548	40.15%
Lakewood EL	221	816	27.08%	234	788	29.70%	192	746	25.74%	221	756	29.23%
Northpointe INT	197	735	26.80%	235	774	30.36%	223	789	28.26%	214	768	27.86%
Oakcrest INT	196	761	25.76%	223	788	28.30%	245	827	29.63%	251	815	30.80%
Rosehill EL	373	653	57.12%	392	695	56.40%	370	680	54.41%	390	751	51.93%
Timber Creek EL	87	730	11.92%	145	933	15.54%	145	967	14.99%	125	970	12.89%
Tomball EL	449	803	55.92%	466	827	56.35%	434	779	55.71%	339	668	50.75%
Tomball H S	850	2,562	33.18%	951	2,801	33.95%	1,041	3,078	33.82%	1,012	3,227	31.36%
Tomball INT	414	893	46.36%	458	988	46.36%	465	1,058	43.95%	491	1,179	41.65%
Tomball J H	382	800	47.75%	387	828	46.74%	414	911	45.44%	428	948	45.15%
Tomball Memorial H S	640	2,755	23.23%	832	2,994	27.79%	876	3,141	27.89%	834	3,213	25.96%
Tomball Star Academy	97	353	27.48%	107	337	31.75%	109	366	29.78%	114	402	28.36%
West EL	-	-	-	-	-	-	-	-	-	155	740	20.95%
Wildwood EL	152	838	18.14%	188	871	21.58%	200	879	22.75%	151	819	18.44%
Willow Creek EL	195	734	26.57%	269	752	35.77%	280	727	38.51%	273	687	39.74%
Willow Wood J H	230	829	27.74%	262	834	31.41%	281	844	33.29%	276	884	31.22%
Tomball ISD	5,823	20,262	28.74%	6,727	21,428	31.39%	6,996	22,274	31.41%	6,903	22,913	30.13%

Economically Disadvantaged Outcomes

Grade Tested 03													
		Math			Reading/ELA			Science			Social Studies		
		2024	2025	% Diff	2024	2025	% Diff	2024	2025	% Diff	2024	2025	% Diff
Masters	Eco Dis	14.1%	18.2%	4.1%	20.2%	24.9%	4.7%						
	Not Eco Dis	36.7%	43.2%	6.5%	46.9%	51.9%	5.0%						
	Gap	22.6	25	2.4	26.7	27	0.3						
Meets	Eco Dis	44.0%	48.4%	4.4%	48.9%	55.3%	6.4%						
	Not Eco Dis	72.0%	78.5%	6.5%	77.6%	82.8%	5.2%						
	Gap	28	30.1	2.1	28.7	27.5	-1.2						
Approaches	Eco Dis	70.5%	77.8%	7.3%	77.8%	80.6%	2.8%						
	Not Eco Dis	91.3%	93.4%	2.1%	93.4%	95.2%	1.8%						
	Gap	20.8	15.6	-5.2	15.6	14.6	-1						
Did Not Meet	Eco Dis	29.5%	22.2%	-7.3%	22.2%	19.4%	-2.8%						
	Not Eco Dis	8.7%	6.6%	-2.1%	6.6%	4.8%	-1.8%						
	Gap	-20.8	-15.6	5.2	-15.6	-14.6	1						
Grade Tested 04													
		Math			Reading/ELA			Science			Social Studies		
		2024	2025	% Diff	2024	2025	% Diff	2024	2025	% Diff	2024	2025	% Diff
Masters	Eco Dis	20.8%	25.0%	4.2%	25.3%	22.3%	-3.0%						
	Not Eco Dis	48.9%	54.2%	5.3%	51.6%	52.8%	1.2%						
	Gap	28.1	29.2	1.1	26.3	30.5	4.2						
Meets	Eco Dis	50.0%	48.3%	-1.7%	56.0%	57.0%	1.0%						
	Not Eco Dis	77.4%	78.2%	0.8%	81.4%	82.6%	1.2%						
	Gap	27.4	29.9	2.5	25.4	25.6	0.2						
Approaches	Eco Dis	74.7%	72.0%	-2.7%	84.3%	83.3%	-1.0%						
	Not Eco Dis	91.2%	92.0%	0.8%	94.6%	95.9%	1.3%						
	Gap	16.5	20	3.5	10.3	12.6	2.3						
Did Not Meet	Eco Dis	25.3%	28.0%	2.7%	15.7%	16.7%	1.0%						
	Not Eco Dis	8.8%	8.0%	-0.8%	5.4%	4.1%	-1.3%						
	Gap	-16.5	-20	-3.5	-10.3	-12.6	-2.3						
Grade Tested 05													
		Math			Reading/ELA			Science			Social Studies		
		2024	2025	% Diff	2024	2025	% Diff	2024	2025	% Diff	2024	2025	% Diff
Masters	Eco Dis	20.5%	22.8%	2.3%	26.8%	27.9%	1.1%	13.2%	12.1%	-1.1%			
	Not Eco Dis	47.4%	50.2%	2.8%	55.4%	56.8%	1.4%	37.0%	35.6%	-1.4%			
	Gap	26.9	27.4	0.5	28.6	28.9	0.3	23.8	23.5	-0.3			
Meets	Eco Dis	57.8%	48.7%	-9.1%	55.0%	55.8%	0.8%	34.9%	31.9%	-3.0%			
	Not Eco Dis	77.4%	77.4%	0.0%	80.6%	82.5%	1.9%	63.4%	64.2%	0.8%			
	Gap	19.6	28.7	9.1	25.6	26.7	1.1	28.5	32.3	3.8			
Approaches	Eco Dis	81.2%	75.6%	-5.6%	80.9%	78.0%	-2.9%	68.8%	70.3%	1.5%			
	Not Eco Dis	92.4%	92.4%	0.0%	93.4%	92.7%	-0.7%	87.0%	90.2%	3.2%			
	Gap	11.2	16.8	5.6	12.5	14.7	2.2	18.2	19.9	1.7			
Did Not Meet	Eco Dis	18.8%	24.4%	5.6%	19.1%	22.0%	2.9%	31.2%	29.7%	-1.5%			
	Not Eco Dis	7.6%	7.6%	0.0%	6.6%	7.3%	0.7%	13.0%	9.8%	-3.2%			
	Gap	-11.2	-16.8	-5.6	-12.5	-14.7	-2.2	-18.2	-19.9	-1.7			

Grade Tested 06													
		Math			Reading/ELA			Science			Social Studies		
		2024	2025	% Diff	2024	2025	% Diff	2024	2025	% Diff	2024	2025	% Diff
Masters	Eco Dis	20.2%	25.4%	5.2%	26.2%	31.9%	5.7%						
	Not Eco Dis	40.8%	48.0%	7.2%	54.6%	57.5%	2.9%						
	Gap	20.6	22.6	2	28.4	25.6	-2.8						
Meets	Eco Dis	49.8%	53.3%	3.5%	61.7%	58.7%	-3.0%						
	Not Eco Dis	74.0%	75.5%	1.5%	84.0%	83.6%	-0.4%						
	Gap	24.2	22.2	-2	22.3	24.9	2.6						
Approaches	Eco Dis	79.0%	84.8%	5.8%	80.1%	73.8%	-6.3%						
	Not Eco Dis	93.0%	94.2%	1.2%	93.2%	93.5%	0.3%						
	Gap	14	9.4	-4.6	13.1	19.7	6.6						
Did Not Meet	Eco Dis	21.0%	15.2%	-5.8%	19.9%	26.2%	6.3%						
	Not Eco Dis	7.0%	5.8%	-1.2%	6.8%	6.5%	-0.3%						
	Gap	-14	-9.4	4.6	-13.1	-19.7	-6.6						
Grade Tested 07													
		Math			Reading/ELA			Science			Social Studies		
		2024	2025	% Diff	2024	2025	% Diff	2024	2025	% Diff	2024	2025	% Diff
Masters	Eco Dis	12.6%	16.3%	3.7%	28.9%	25.7%	-3.2%						
	Not Eco Dis	25.8%	29.9%	4.1%	58.7%	53.7%	-5.0%						
	Gap	13.2	13.6	0.4	29.8	28	-1.8						
Meets	Eco Dis	40.4%	42.0%	1.6%	54.3%	55.3%	1.0%						
	Not Eco Dis	66.0%	66.2%	0.2%	81.7%	80.3%	-1.4%						
	Gap	25.6	24.2	-1.4	27.4	25	-2.4						
Approaches	Eco Dis	61.1%	65.6%	4.5%	76.4%	78.5%	2.1%						
	Not Eco Dis	83.3%	85.3%	2.0%	92.8%	93.3%	0.5%						
	Gap	22.2	19.7	-2.5	16.4	14.8	-1.6						
Did Not Meet	Eco Dis	38.9%	34.4%	-4.5%	23.6%	21.5%	-2.1%						
	Not Eco Dis	16.7%	14.7%	-2.0%	7.2%	6.7%	-0.5%						
	Gap	-22.2	-19.7	2.5	-16.4	-14.8	1.6						
Grade Tested 08													
		Math			Reading/ELA			Science			Social Studies		
		2024	2025	% Diff	2024	2025	% Diff	2024	2025	% Diff	2024	2025	% Diff
Masters	Eco Dis	20.6%	18.2%	-2.4%	30.3%	29.9%	-0.4%	16.5%	21.1%	4.6%	19.4%	13.3%	-6.1%
	Not Eco Dis	34.1%	38.5%	4.4%	57.0%	59.8%	2.8%	36.4%	44.4%	8.0%	37.2%	36.3%	-0.9%
	Gap	13.5	20.3	6.8	26.7	29.9	3.2	19.9	23.3	3.4	17.8	23	5.2
Meets	Eco Dis	57.8%	56.5%	-1.3%	61.0%	57.8%	-3.2%	48.5%	53.1%	4.6%	39.0%	29.9%	-9.1%
	Not Eco Dis	72.9%	75.1%	2.2%	85.6%	83.8%	-1.8%	71.0%	78.2%	7.2%	60.5%	58.0%	-2.5%
	Gap	15.1	18.6	3.5	24.6	26	1.4	22.5	25.1	2.6	21.5	28.1	6.6
Approaches	Eco Dis	82.8%	80.3%	-2.5%	81.4%	82.8%	1.4%	74.8%	81.7%	6.9%	68.1%	57.9%	-10.2%
	Not Eco Dis	93.3%	90.4%	-2.9%	95.5%	95.4%	-0.1%	91.9%	93.2%	1.3%	86.3%	82.1%	-4.2%
	Gap	10.5	10.1	-0.4	14.1	12.6	-1.5	17.1	11.5	-5.6	18.2	24.2	6
Did Not Meet	Eco Dis	17.2%	19.7%	2.5%	18.6%	17.2%	-1.4%	25.2%	18.3%	-6.9%	31.9%	42.1%	10.2%
	Not Eco Dis	6.7%	9.6%	2.9%	4.5%	4.6%	0.1%	8.1%	6.8%	-1.3%	13.7%	17.9%	4.2%
	Gap	-10.5	-10.1	0.4	-14.1	-12.6	1.5	-17.1	-11.5	5.6	-18.2	-24.2	-6

STAAR EOC SCE Eco Dis Report 23-24 Compared to 24-25

		Algebra 1			English 1			English 2			Biology			US History		
		2024	2025	% Diff	2024	2025	% Diff	2024	2025	% Diff	2024	2025	% Diff	2024	2025	% Diff
Masters	Eco Dis	43.0%	42.1%	-0.9%	17.2%	16.3%	-0.9%	7.9%	8.1%	0.2%	22.8%	26.4%	3.6%	48.8%	44.0%	-4.8%
	Not Eco Dis	68.5%	69.6%	1.1%	43.5%	38.9%	-4.6%	25.4%	25.3%	-0.1%	47.6%	50.5%	2.9%	70.2%	73.4%	3.2%
	Gap	25.5	27.5	2	26.3	22.6	-3.7	17.5	17.2	-0.3	24.8	24.1	-0.7	21.4	29.4	8
Meets	Eco Dis	68.2%	66.6%	-1.6%	60.3%	57.4%	-2.9%	62.0%	58.1%	-3.9%	69.6%	69.8%	0.2%	76.7%	74.4%	-2.3%
	Not Eco Dis	88.0%	86.3%	-1.7%	86.7%	83.4%	-3.3%	89.5%	84.0%	-5.5%	89.6%	90.1%	0.5%	91.8%	91.8%	0.0%
	Gap	19.8	19.7	-0.1	26.4	26	-0.4	27.5	25.9	-1.6	20	20.3	0.3	15.1	17.4	2.3
Approaches	Eco Dis	93.3%	87.6%	-5.7%	76.9%	70.4%	-6.5%	76.3%	72.3%	-4.0%	95.6%	93.3%	-2.3%	96.5%	94.6%	-1.9%
	Not Eco Dis	98.1%	97.1%	-1.0%	94.0%	90.9%	-3.1%	95.3%	92.2%	-3.1%	98.9%	98.3%	-0.6%	99.6%	98.6%	-1.0%
	Gap	4.8	9.5	4.7	17.1	20.5	3.4	19	19.9	0.9	3.3	5	1.7	3.1	4	0.9
Did Not Meet	Eco Dis	9.6%	12.4%	2.8%	29.3%	29.6%	0.3%	28.7%	27.7%	-1.0%	6.4%	6.7%	0.3%	5.0%	5.4%	0.4%
	Not Eco Dis	2.7%	2.9%	0.2%	8.2%	9.1%	0.9%	6.2%	7.8%	1.6%	1.5%	1.7%	0.2%	1.0%	1.4%	0.4%
	Gap	-6.9	-9.5	-2.6	-21.1	-20.5	0.6	-22.5	-19.9	2.6	-4.9	-5	-0.1	-4	-4	0

STAAR Equity Gap Report

STAAR Equity Gap		2022 - 2023	22-23 Gap	2023 - 2024	23-24 Gap	2024 - 2025	24-25 Gap
African American	Total Tested	504	0.0%	541	5.38%	547	5.06%
	Progress Measure 1 - Expected	0		373		380	
	Progress Measure 2 - Accelerated	0		120		118	
	Total Meets or Exceeds	0		425		428	
	Total % Meets or Exceeds	0.0%		78.56%		78.25%	
White	Total Tested	4018		4010		3935	
	Progress Measure 1 - Expected	0		3018		2938	
	Progress Measure 2 - Accelerated	0		920		935	
	Total Meets or Exceeds	0		3366		3278	
	Total % Meets or Exceeds	0.0%		83.94%		83.30%	
Hispanic	Total Tested	2822	0.0%	3099	5.66%	3276	2.08%
	Progress Measure 1 - Expected	0		2192		2379	
	Progress Measure 2 - Accelerated	0		651		775	
	Total Meets or Exceeds	0		2426		2661	
	Total % Meets or Exceeds	0.0%		78.28%		81.23%	
Economically Disadvantaged (1,2,9)	Total Tested	2599		2716		2663	
	Progress Measure 1 - Expected	0		1906		1865	
	Progress Measure 2 - Accelerated	0		485		591	
	Total Meets or Exceeds	0		2095		2092	
	Total % Meets or Exceeds	0.0%		77.14%		78.56%	
Non-Economically Disadvantaged	Total Tested	5906	0.0%	6169	6.87%	6393	6.10%
	Progress Measure 1 - Expected	0		4579		4826	
	Progress Measure 2 - Accelerated	0		1593		1662	
	Total Meets or Exceeds	0		5182		5412	
	Total % Meets or Exceeds	0.0%		84.0%		84.66%	
All	Total Tested	8505		8885		9056	
	Progress Measure 1 - Expected	0		6485		6691	
	Progress Measure 2 - Accelerated	0		2078		2253	
	Total Meets or Exceeds	0		7277		7504	
	Total % Meets or Exceeds	0.0%		81.90%		82.86%	

ESSA & Perkins Strategic Priority Alignment

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

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

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

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

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

[TEA Strategic Priorities and Recommended Uses of Funds](#)

Tomball ISD aligns with the TEA strategic priorities and utilizes federal and state targeted funding to supplement district and campus programs, initiatives, and actions.

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

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

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

Strategic Priority II: Build a Foundation in Reading and Math

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

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

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

Strategic Priority III: Connect High School to Career and College

Recommended Initiatives and Best Practices	Tomball ISD Programs, Initiatives and Actions	Department/Position Responsible	Funding Source Other Than Local
Early College High School	Tomball ISD operates Tomball Star Academy as an Early College High School with a PTECH option.	Curriculum Directors	SSI Community Partnerships Grant
Industry Cluster Innovative Academy	Tomball ISD operates a PTECH at Tomball Star Academy, and clusters several CTE pathways at the Tomball Innovation Center.	Curriculum Directors	SSI Community Partnerships Grant
AP / IB exam reimbursement for low-income students	Tomball ISD participates in the AP exam reimbursement program and has increased participation and passing rates over the last few years.	Office of School Leadership, Curriculum Directors	
Advanced Placement/International Baccalaureate teacher training	APSI training for teachers on a rotating basis.	Curriculum Directors	
Buy effective instructional materials to improve postsecondary outcomes, including resources used for career awareness, exploration, and career planning, specifically for students at-risk or students with disabilities.	Tomball ISD uses YouScience in the 7th grade <i>Career and College Exploration</i> class, which is required for all students. This program is designed to help students identify their aptitudes and connect them to real, in-demand careers through the development of personalized career pathways.	Curriculum Directors	CTE Funds
Offer industry-recognized certifications for students for careers in high skill, high wage, or high demand jobs.	The Tomball ISD CTE Department offered 29 different industry-based certifications during the 2024-2025 school year, and students earned 1,168 of these credentials.	Curriculum Directors	CTE Funds
Job-embedded instructional coaching for teachers, specific to increased access to advanced coursework, career-tech education	Tomball ISD has added a specialized CTE Counselor at each of the comprehensive high school campuses as well as a district Work-Based Learning Specialist. In addition to other	Curriculum Directors	CTE Funds

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

Strategic Priority IV: Improving Low-Performing Schools

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

ESSA 1116: Parent & Family Engagement Goal

Improve parent and community engagement indicators: survey results and program participation.

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

Action	Responsible	Timeline	Resource(s)	Evaluation
Implement Tomball ISD Strategic Plan Goal 4	Chief of Staff, Assistant Superintendent of Development and Engagement	Spring 2026	Strategic Plan Funds	Progress Monitoring Tool
Enhance and expand Parent University sessions and outreach.	Assistant Superintendent of Development and Engagement, Director Federal Programs,	Spring 2026	Title II	Improved survey results
Enhance parent/community communication and feedback tools, including multilingual support and effective social-media outreach	Director Communications, Director Translation Services, Assistant Superintendent of Development and Engagement, Executive Director of Digital Learning	Spring 2026	Strategic Plan, Title I	Improved survey results, usage/views. Panorama results.
Support campuses with PTO guidance	School Support Officer, Finance, Operations	Fall 2025		Improved survey results

Districtwide Reform Strategies and SMART Goals

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

Goal 1 Foundational Literacy

Increase the number of students represented as “Strategic (i.e., on-level)” by 5% from the beginning to the end of the year, on the K-2 Assessment Bundle.

(Students performing at this level are not meeting benchmark targets, and are in need of reteaching with intensive support)

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

Action	Responsible	Timeline	Resource(s)	Evaluation
Track student, team/campus and district data from the BOY to EOY on CORE Phonological Awareness and Phonics through the use of common formative assessments and progress monitoring assessments.	Director of Elementary/Int RLA Primary Content Specialists	August 2025-March 2026	UFLI HMH Heggerty Lexia Assessing Reading in Multiple Measures Teaching Reading Sourcebook Just Right Reader Libraries	ULFI, Heggerty, Lexia progress monitoring scores, CORE assessments and in class observations
Build the expertise of reading specialists and	Director of Elementary/Int RLA	August 2025-May 2026	Texas Reading Academies UFLI	Observations following PD opportunities and CORE

teachers in the science of teaching reading to support high quality instruction.	Primary Content Specialists		HMH Heggerty Lexia Teaching Reading Sourcebook	assessments
Extend calibration opportunities with reading specialists and teachers to align campuses.	Director of Elementary/Int RLA Primary Content Specialists	August 2025-May 2026	Texas Reading Academies UFLI HMH Heggerty Lexia Assessing Reading in Multiple Measures	ULFI progress monitoring scores, CORE assessments and in class observations
Implement data protocol with reading specialists to support utilizing CORE assessments data to support high quality instruction.	Director of Elementary/Int RLA Primary Content Specialists	August 2025-May 2026	CORE assessments	CORE Reports and TISD data sheets

Goal 2 RLA: Primary to Intermediate Transition

Increase the number of students, in grades 2 & 3, not identified as “urgent intervention” by 2% from the beginning to the end of the year on the Star Ren Reading Assessment.

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

Action	Responsible	Timeline	Resource(s)	Evaluation
Track student, team/campus and district data from the BOY to EOY on Star Renaissance through the use of common formative assessments and progress monitoring assessments.	Director of Elementary/Int RLA Primary Content Specialists	August 2025-March 2026	UFLI, HMH, Heggerty Lexia, Freckle Star Renaissance Teaching Reading Sourcebook	ULFI, Heggerty, Lexia progress monitoring scores, Star Renaissance assessments and in class observations
Build the expertise of reading specialists and teachers in the science of teaching reading to support high quality instruction.	Director of Elementary/Int RLA Primary Content Specialists	August 2025-May 2026	Texas Reading Academies UFLI, HMH, Heggerty Lexia, Freckle Teaching Reading Sourcebook	Observations following PD opportunities and Star Renaissance assessments.
Extend calibration opportunities with reading specialists and teachers to align campuses.	Director of Elementary/Int RLA Primary Content Specialists	August 2025-May 2026	Texas Reading Academies UFLI HMH Heggerty Lexia Star Renaissance	ULFI progress monitoring scores, Star Renaissance assessments and in class observations
Implement data protocol with reading specialists to support utilizing Star Renaissance data to support high quality instruction.	Director of Elementary/Int RLA Primary Content Specialists	August 2025-May 2026	Star Renaissance	Star Renaissance Reports and TISD data sheets

Goal 3 RLA: Extended Constructed Response Grades 3-6

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

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

Action	Responsible	Timeline	Resource(s)	Evaluation
Building capacity and expertise with campus reading specialists to support Tier 1 instruction related to reading response writing.	Director of Elementary/int RLA Intermediate Content Specialist	August 2025-May 2026	Campus PLC DLTs and Rdg Specialists Agendas	Observations following PD opportunities and STAAR exams.
Extend targeted support with calibration opportunities to align campuses in terms of reading response writing expectations.	Director of Elementary/int RLA Intermediate Content Specialist	August 2025-May 2026	TISD STAAR Scoring Rubric and data analysis	Unit test scores, STAAR exams and in class observations
Partner with a literacy consultant to provide training opportunities for teacher leaders and resources specific to TISD RLA Goals as it relates to STAAR Redesign.	Director of Elementary/Int RLA Intermediate Content Specialist	August 2025-May 2026	Tosh McGaughy, https://sites.google.com/view/toshshares/home	Unit test scores, district developed assessments and STAAR 2024 results
Implement data protocol with reading specialists to support utilizing STAAR 2024 and district developed assessment data to support high quality instruction.	Director of Elementary/int RLA Intermediate Content Specialist	August 2025-May 2026	AWARE Cambium	AWARE Cambium Data Reports

Goal 4 ELA: Extended Constructed Response (ECR) Grades 7-10

Increase ECR's scoring a 7-10 by 3% combined for grade levels 7th through 10th on the STAAR EOY exam.

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

Action	Responsible	Timeline	Resource(s)	Evaluation
Train all teachers on the new TAP curriculum for 7th and 8th grade.	Director of Secondary RLA District RLA Content Specialist	August 2025-May 2026	TISD Curriculum tools	Observations following PD opportunities and STAAR exams.
Increase the amount of ECR practice resources provided by the District team and train campus teams on how to utilize them.	Director of Secondary RLA	August 2025-May 2026	HMH, Common Lit, released STAAR tests, etc.	Unit test scores, STAAR exams and in class observations
Change ECR practice opportunities on district provided unit assessments to include argument and cross-text practice in order to better align to STAAR ECR prompts	Director of Secondary RLA	August 2025-March 2026	HMH, Common Lit, released STAAR tests, etc.	Unit test scores, STAAR exams
Ensure new teachers are trained in Depth of Knowledge standards to continue the work of ensuring high levels of rigor on both reading and writing.	Director of Secondary RLA	August 2025-May 2026	Deconstructing Depth of Knowledge	Unit test scores, STAAR exams
Ensure high level texts are being utilized in all classrooms at all times	Director of Secondary RLA	August 2025-May 2026	Approved novel list for TISD, HMH, Short story repository for secondary	Unit test scores, STAAR exams

<p>continuing the PD began three years prior to ensure students have the opportunity to analyze and evaluate texts at the highest levels of rigor as seen on the STAAR exams.</p>			<p>RLA, poetry repository for secondary RLA</p>	
<p>Vertical and horizontal calibration for all teams OL and TAP, targeted coaching with teachers new to either RLA or TISD, reorientation of ECR practice on unit tests to include multiple genres, and monthly department meetings.</p>	<p>Director of Secondary RLA</p>	<p>August 2025-May 2026</p>		<p>Unit test scores, STAAR</p>

Goal 5 Reading (Emergent Bilingual)

By the end of the 2025-2026 school year, identified Emergent Bilingual (EB) students who take the Reading STAAR test in grades 3-10 will increase in the “Meets” category by 3 percentage points.

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

Action	Responsible	Timeline	Resource(s)	Evaluation
Conduct campus specific data digs of Reading STAAR through the EB lens to determine action steps by campus need	Director of Multilingual Programs	August 2025-May 2026	STAAR 2025 Star Renaissance HMH TISD Diagnostic Tool	Campus CIPs Unit assessment data STAAR 2026
Conduct instructional walkthroughs with EB specialists and campus leadership teams to observe, provide feedback, and target support	Director of Multilingual Programs District Multilingual Specialists	August 2025-May 2026	EB Instructional Look Fors Form Dual Language Environment Checklist	Campus Admin Feedback Strategy Implementation Unit assessment data EOY Universal screeners STAAR 2026
Provide targeted professional development of Content-based language instruction (CBLI) framework and strategies to build skills and efficacy in classroom teachers	Director of Multilingual Programs District Multilingual Specialists	July 2025-May 2026	TISD Multilingual Team Region 4 TEA EB Support Division Seidlitz CBLI Federal Funds	PD sign-in sheets Walkthrough Lookfors Unit assessment data Universal screeners STAAR 2026
Attend and participate in campus collaboratives and planning (based on campus need) to support design of high quality instruction	Director of Multilingual Programs District Multilingual Specialists	August 2025-May 2026	TISD Literacy Plan Biliteracy Frameworks ELPS	Instructional Support Log RTI Outcomes Unit assessment data Universal Screeners STAAR 2026

Goal 6 TELPAS (Emergent Bilingual)

By the end of the 2025-2026 school year, the number of identified Emergent Bilingual (EB) students who demonstrate growth by at least one proficiency level in grades K-12 as measured by TELPAS will increase by 3 percentage points.

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

Action	Responsible	Timeline	Resource(s)	Evaluation
Conduct campus specific data digs of TELPAS to determine needs assessment and action steps by campus need	Director of Multilingual Programs	July 2025-May 2026	TELPAS 2025 Aware TISD Diagnostic Tool	Campus CIPs Unit assessment data TELPAS 2026
Provide targeted professional development of Content-based language instruction (CBLI) framework and strategies to encourage opportunities for language development and practice of all four domains	Director of Multilingual Programs District Multilingual Specialists	July 2025-May 2026	TISD Multilingual Team Region 4 TEA EB Support Division Seidlitz CBLI	PD sign-in sheets Walkthrough Lookfors Unit assessment data Universal screeners TELPAS 2026
Build capacity in campus EB Specialists to provide targeted coaching and support in planning for ELPS in classroom instruction	Director of Multilingual Programs District Multilingual Specialists	August 2025-May 2026	TISD Literacy Plan ELPS Monthly Specialist Meetings Federal Funds	Instructional Support Log Monthly Meeting Agendas Summit K12 Reports TELPAS 2026

Goal 7 SAT

Improve Advanced Academics performance in ERW and Math on SAT by 2%.

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

Action	Responsible	Timeline	Resource(s)	Evaluation
Review all student SAT data in personalized conferences.	Director of Secondary RLA, Director of Math & Science	August 2025-May 2026	Google drive, Eduphoria Forethought, Schoology, C&I support calendar	EOY Scores
Incorporate high-level practices beginning at English II and Algebra I targeted toward PSAT and SAT performance through alterations to our curriculum and testing practices and protocols.	Director of Secondary RLA Director of Math & Science	August 2025-May 2026	Google drive, Eduphoria Forethought, Schoology, C&I support calendar	EOY Scores
Target intervention within AP courses to increase performance that results in increased scores, specifically from performance level 3 to 4 in those subjects that share skill sets with PSAT exams.	Director of Secondary RLA Director of Math & Science	August 2025-May 2026	Google drive, Eduphoria Forethought, Schoology, C&I support calendar	EOY Scores
Analyze SAT, PSAT and AP data as whole ELA department grades 7-12 alongside STAAR and Star Ren data to provide opportunities for faculty to become proficient in these assessments and the responses needed to improve scores.	Director of Secondary RLA Director of Math & Science	August 2025-December 2025	Google drive, Eduphoria Forethought, Schoology, C&I support calendar	EOY Scores
Provide additional professional development for the Desmos calculator	Director of Math & Science	August 2025-December 2025	Desmos online calculator	EOY Scores

Goal 8 Math

Increase grade 7 math STAAR composite A-F Raw Score by 3 or more points for the cohort of students (i.e.: average among Approaches, Meets, and Masters proficiency levels).

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

Action	Responsible	Timeline	Resource(s)	Evaluation
Conduct monthly meetings that include elementary and intermediate math specialists and secondary math department chairs	Director of Math & Science, Math Coordinator, District Math Specialists	8/2025 - 4/2026	TEA released STAAR tests/items, Cambium portal & TFAR, OnData Suite, Lead4ward resources, Google Drive, Region 4 STAAR resources	Meeting sign-in sheets, STAAR data
Provide professional development on district and campus professional learning days tied to increased performance on STAAR	Director of Math & Science, Math Coordinator, District Math Specialists, Campus Math Specialists	8/2025 - 4/2026	TEA released STAAR tests/items, Cambium portal & TFAR, OnData Suite, Lead4ward resources, Google Drive, Region 4 STAAR resources	Professional development sign-in sheets, STAAR data
Observe and provide feedback to teachers, support teachers, specialists, ILT, and campus administration during instructional walkthroughs	Director of Math & Science, Math Coordinator, District Math Specialists	8/2025 - 4/2026	District Math Walkthrough Feedback Form, District Math Workshop Model (as shown in the District Literacy Plan), District Math Classroom Look-Fors	District Curriculum and Instruction Support Log, District Math Walkthrough Feedback Form Entries, STAAR data
Attend and participate in campus collaboratives and planning meetings to support the design of high quality instruction	Director of Math & Science, Math Coordinator, District Math Specialists	8/2025 - 4/2026	District Math Workshop Model (as shown in the District Literacy Plan), District Math Classroom Look-Fors, district curriculum documents	District Curriculum and Instruction Support Log, STAAR data

Goal 9 Science

Achieve a composite A-F Raw score of 58 on the 5th grade Science STAAR (i.e.: average among Approaches, Meets, and Masters proficiency levels).

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

Action	Responsible	Timeline	Resource(s)	Evaluation
Conduct science department meetings that include department chairs, team leaders and teachers	Director of Math & Science, Science Content Specialists	8/2025 - 4/2026	TEA released STAAR tests/items, Cambium portal & TFAR, OnData Suite, Lead4ward resources, Google Drive, Region 4 STAAR resources	Meeting attendance, STAAR data
Attend grade level collaborative and planning meetings	Director of Math & Science, Science Content Specialists	8/2025 - 4/2026	Unit assessment data, 5E model of instruction and look-fors, STEMscopes, new science TEKS	District Curriculum and Instruction Support Log, STAAR data
Provide professional development on district and campus professional learning days tied to increased performance on STAAR	Director of Math & Science, Science Content Specialists	8/2025 - 4/2026	STEMscopes activities, 5E model of instruction, STAAR data, new science TEKS	Unit assessment data, instructional walks, STAAR data
Incorporate 3-D science instruction and new resources into daily classroom activities and technology initiatives	Director of Math & Science, Science Content Specialists, Teachers	8/2025 - 4/2026	STEMscopes, new science TEKS, new science curriculum documents, unit assessments	STAAR data, unit assessments data, STEMscopes usage reports

Goal 10 Social Studies

Achieve a composite A-F Raw score of 56 across 8th grade Social Studies (i.e.: average among Approaches, Meets, and Masters proficiency levels).

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

Action	Responsible	Timeline	Resource(s)	Evaluation
Track student, team/campus and district data from the BOY to EOY STAAR through the use of combined unit assessments and Fall/Spring benchmarks.	Director of Social Studies Coordinator of Social Studies	August 2025-May 2026	8th grade combined unit assessments 8th grade Fall DBA and Spring DIA	Assessment scores PLC data digs Individual and Team data discussions
Targeted focus for 8th grade Social Studies teams, including campus walks, follow up feedback collaboratives with admin, specific data digs, and support in plannings and collaboratives.	Director of Social Studies Coordinator of Social Studies	August 2025-May 2026	Campus Walks PLC DLTs and Agendas Social Studies Curriculum	Campus Walk Feedback PLC Collabs Data Digs Growth of Mastery
Targeted focus for vertical alignment specific to 5th grade Social Studies. Specific campus walks and planning to align 8th grade standards followed by specific campus data digs.	Director of Social Studies Coordinator of Social Studies	August 2025-March 2026	Campus Walks PLC DLTs and Agendas Social Studies Curriculum	Campus Walk Feedback PLC Collabs Data Digs Growth of Mastery

Goal 11 Social Studies: RDA Improvement

Increase Social Studies Emergent Bilingual and SpEd passing rates by 20% Major Strategies: Collaboration, consulting and coaching, Alignment, professional development, Coaching and Feedback, Data Analysis

Action	Responsible	Timeline	Resource(s)	Evaluation
Track EB and SpEd student, team/campus and district data from the BOY to EOY STAAR through the use of combined unit assessments and Fall/Spring benchmarks.	Director of Social Studies Coordinator of Social Studies	August 2025-May 2026	8th grade combined unit assessments 8th grade Fall DBA and Spring DIA	Assessment scores PLC data digs Individual and Team data discussions
Targeted focus for 8th grade Social Studies teams, including campus walks, follow up feedback collaboratives with admin, specific data digs, and support in plannings and collaboratives.	Director of Social Studies Coordinator of Social Studies	August 2025-May 2026	Campus Walks PLC DLTs and Agendas Social Studies Curriculum	Campus Walk Feedback PLC Collabs Data Digs Growth of Mastery
Provide targeted professional development to support EB and SpED strategies to build skills and efficacy in classroom teachers	Director of Social Studies Coordinator of Social Studies	August 2025-March 2026	Professional Development	PD sign-in sheets Walkthrough Lookfors Unit assessment data Benchmark data
Utilize TEA Innovated Learning Grant funds for EB tutorials at targeted campuses.	Director of Social Studies Coordinator of Social Studies	August 2025-March 2026	TEA Innovated Learning Grant	Data Digs Growth of Mastery

Goal 12 School Climate

Increase student attendance and favorable ratings on survey items associated with student behavior, and improve campus climate with enhanced security and safety standards.

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

Action	Responsible	Timeline	Resource(s)	Evaluation
Monitor results of teacher survey items associated with behavior and classroom management to leverage bright spots and to support struggling campuses.	C&I Behavior Team	February 1, 2026	Panorama Survey and other survey platforms	Completion of survey items and distribution of survey
Train new and existing APs on calibration of T-TESS Domain III - Learning Environment with elements of STOIC - at their collaborative.	C&I Behavior Team	February 1, 2026	Customized STOIC calibration tools by level (Pre K, Elementary, Intermediate, Junior and High School)	Average T-TESS Domain III score
Monitor use of restorative disciplinary codes (restorative, student apology, behavior intervention strategy success, restitution, and peer mediation) to 15% of all disciplinary codes.	C&I Behavior Team	July 2025-May 2026	eSchool Local Restorative Codes, Everfi	Increase number of Restorative Discipline Codes on TDAS report.
Monthly professional learning and support for tiered behavior systems in	C&I Behavior Team	July 2025-May 2026	Behavior Solutions book and accompanying artifacts	Ongoing staff surveys and development of campus products to gather data

a RTI framework, aligned to book study - Behavior Solutions				
Continue Implementation of SAEBRS	C&I Behavior Team	July 2025-May 2026	Renaissance Educational Technology platform	Number of complete assessments
Solution Tree Conference and Consultants	C&I Behavior Team	September 2025 - March 2026	Solution Tree Behavior MTSS Conference 9/15/25-9/16/25	Solution Tree survey for conference and reporting and application of strategies by attendees
Continue implementation of a district-wide Behavioral Health Guiding Coalition with greater diversity among stakeholders (secondary, principal, counselors, Pre-K).	C&I Behavior Team	July 2025-May 2026	Scheduled Meetings, Manual and website	Meeting attendance, roster, and artifacts
Refine and MTSS Behavioral Health Continuum Manual and redesign and improve accompanying website	C&I Behavior Team	July 2025-May 2026	Manual and website	Usage of resources provided through the manual and website
Measure, monitor and adjust to continuous behavior and discipline data	Director of Digital Learning; Director of Counseling	July 2025-May 2026	Quarterly behavior report	Decreases in ISS, OSS and DAEP combined
Distribute and support use of Behavior Year-at-a-Glance tool to integrate behavior discussions into PLCs	C&I Behavior Team	July 2025-May 2026	Behavior Health Website, Behavior YAG document, training at new teacher institute and Admin Rally.	Panorama Survey, T-TESS Domain 3, decrease in discipline referrals

Launch Behavior Academies at 3 elementary campuses.	Behavior Specialist, Elementary APs and Counselors	July 2025-May 2026	Behavior Academies Guide Book (Solution Tree)	Panorama Survey, decrease in discipline and Tier 3 referrals
Implement a districtwide safety and security plan.	Director of Emergency Management	July 2025 - June 2026	SAFE Cycle 1 & 2 grants TEA Safe and Supportive Schools Guidance	Panorama Survey, TEA audits reports
Establish an attendance task-force at each campus	Office of School Leadership	Sep-Oct 2025	Professional Learning Plan	Improved attendance rate
Revise or develop district and campus procedures to support chronically absent students	Office of School Leadership Counseling Student Information	Sep-Oct 2025	District-developed RING intervention and communication tool	Improved attendance rate

Staff Development Needs

The district addresses the Excellent Educators for All Initiative (Title I, Part A under the Every Student Succeeds Act) by developing goals and strategies to decrease the equity gaps as they relate to low-income students and students of color being taught at higher rates than other students by inexperienced, out-of-field, and ineffective teachers. It does not matter what classroom these students walk into – in Tomball ISD, an effective teacher awaits them. In order to successfully implement the DIP for 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

Professional learning is at the heart of everything we do. By engaging with the latest research, instructional strategies, and technology, our educators are continually growing—ensuring they are equipped to provide the highest quality instruction for every student.

TISD proudly invests in meaningful, ongoing professional development for all staff. Our mission is to empower educators through access to high-quality resources, knowledge, and collaborative support, enabling them to thrive professionally and champion continuous growth across the district.

#TISDDevelopmentandEngagement is more than a hashtag—it’s our commitment to designing and delivering impactful learning experiences that inspire excellence and foster a forward-thinking, innovative culture.

			
<p>Vision:</p> <p>Tomball ISD students will lead in creating the future.</p>			
<p>Mission:</p> <p>Tomball ISD empowers students to become impactful, contributing citizens by providing innovative, individually rigorous and personally valuable educational experiences while partnering with the community.</p>			
TARGETS:	Ensure ALL students perform at high levels	Close the Achievement Gap	Ensure a Safe Environment for ALL
STRATEGIES:	<p>Focus on PLC Question 3: What will we do if our student does not learn it?</p> <p>Focus on PLC Question 4: What will we do if our student has already learned it?</p>	<p>Focus on PLC Question 3: What will we do if our student does not learn it?</p> <p>Focus on PLC Question 4: What will we do if our student has already learned it?</p>	MTSS Behavior
DIP GOALS:	<p>Goal 1: Foundational Literacy Goal 2 RLA: Primary to Intermediate Transition Goal 3 RLA: Extended Constructed Response Gr. 3-6 Goal 4 ELA: Extended Constructed Response Gr. 7-10 Goal 7: SAT Goal 8: Math Goal 9: Science Goal 10: Social Studies Goal 11: Social Studies RDA Improvement</p>	<p>Goal 5 Reading (Emergent Bilingual) Goal 6: TELPAS (Emergent Bilingual) Goal 11: Social Studies RDA Improvement</p>	Goal 12: School Climate

Professional Learning Plan

Tomball ISD will provide specific sessions throughout the school year that address questions 3 and 4 of the Professional Learning Communities Process, such as:

- How to break down data to identify each students needs
- Depth of Knowledge Training
- Extension Training
- 15 day challenge
- From Meets to Masters
- Teaching Misconceptions
- Scaffolding
- Differentiation
- Academic Vocabulary across the campus

Tomball ISD will provide specific sessions throughout the school year that address MTSS Behavior, such as:

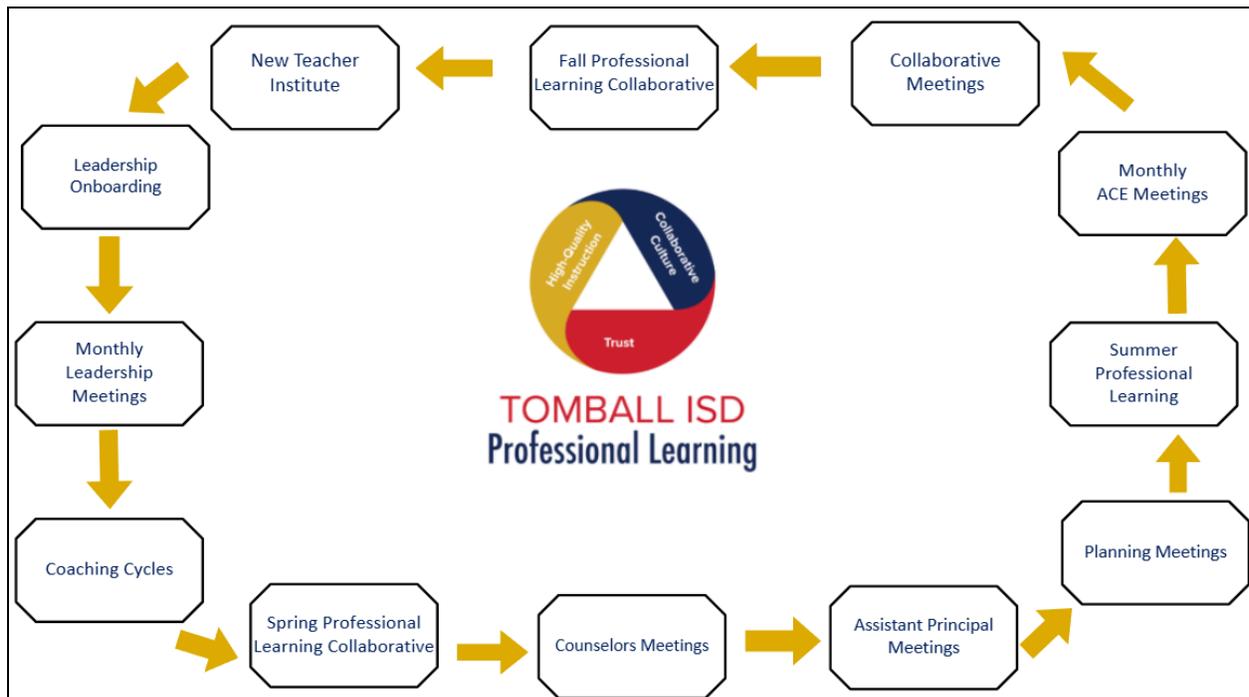
- Creating campus core values
- Implementing a campus wide behavior matrix
- Defining Tier 1 Classroom Prevention Strategies
- Implementing a campuswide behavior intervention flowchart
- Implementing Behavior Academy classes
- Defining Major and Minor behaviors campuswide
- Implementing teacher/student contracts with fidelity
- Collaboration across content areas for positive behavior strategies
- Implementing Reinforcement systems
- Implementing Break cards
- Check-in/Check-out process
- Self-monitoring strategies

Tomball ISD will continue to ensure Future Ready Learners by providing specific sessions aligned to CTE and CCMR.

Tomball ISD will provide Responsive and Personalized Learning where educators have voice and choice in their learning. A professional learning catalog is provided to all educators at least two weeks prior to the professional learning collaborative, so they are able to create a plan to maximize their learning on the collaborative days.



Instructional design and high quality instruction is supported in Tomball ISD by using the Professional Learning Cycle below. At each of these professional learning sessions, the curriculum and instruction department will define and focus on Tomball ISD Tier 1 best practices within the classroom.



Tomball ISD continues to support students in PK - 6th grade with a focus on emotional health and wellness through Great Expectations. In grades 7-12, the focus on emotional health and wellness is taught through our CAREER framework.

Tomball ISD continues to focus on Digital Learning and Emerging Technologies by implementing these areas into core classroom instruction.

All Professional learning Sessions are aligned to the Tomball ISD Boulders:

- Trust
- Collaborative Culture
- High Quality Instruction

Through the Mentor Track 1 and 2 sessions, new to Tomball ISD teachers are partnered with a mentor for the first two years they are in Tomball ISD. In Track 1, Tomball ISD provides sessions for teachers that are brand new to the teaching field. Some of these sessions include:

- Classroom Management and Expectations
- Organizing and Tracking Student Groups
- Dealing with Difficult Behaviors.

In Track 2, Tomball ISD provides sessions for teachers that have taught in another district, but are new to Tomball ISD. These sessions are focused on the Tomball ISD Boulders:

- Trust
- Collaborative Culture
- High Quality Instruction

TOMBALL ISD
MENTOR TRACK #1
2025-2026

CLASSROOM MANAGEMENT & EXPECTATIONS (SESSION 1)
 October 1, 2025
 AM Session- 7:15- 8:00
 PM Session- 4:30-5:15
 Tomball ISD Event Center

ORGANIZING AND TRACKING STUDENT GROUPS (SESSION 2)
 December 2, 2025
 AM Session- 7:15- 8:00
 PM Session- 4:30-5:15
 Tomball ISD Event Center

DEALING WITH DIFFICULT BEHAVIORS (SESSION 3)
 February 26, 2026
 AM Session- 7:15- 8:00
 PM Session- 4:30-5:15
 Tomball ISD Event Center

END OF YEAR CELEBRATION
 May 7, 2026
 4:30-5:15
 Location TBD

REGISTER IN STRIVE

MENTOR TRACK 2

Mentor Track 2 is designed for NEW to Tomball ISD teachers with **at least 2 years** of teacher experience or those that **completed TISD Mentor Track 1** last school year.

TRUST - THE FOUNDATION OF EDUCATIONAL RELATIONSHIPS (SESSION 1)
 Tomball ISD Event Center
 October 1 - 7:15 - 8:00 or 4:30-5:15

HIGH QUALITY INSTRUCTION (SESSION 2)
 • LITERACY FRAMEWORK
 • FROM COLLAB TO CLASS
 Tomball ISD Event Center
 December 2 - 7:15-8:00 or 4:30 - 5:15

DATA TELLS A STORY - WHAT DOES YOUR DATA TELL YOU? (SESSION 3)
 Tomball ISD Event Center
 February 26 - 7:15-8:00 or 4:30 - 5:15

End of Year Celebration!!
 May 7, 2026 4:30-5:15 Location TBD

Register in Strive

Development and Engagement Calendar 2025-26

<u>Date</u>	<u>Event</u>	<u>Participants</u>
June 18 8:00-4:00	Leadership Onboarding - Tomball Event Center	New Administration to TISD
July 14-17	Great Expectations Summer Institute - Grand Oaks Elementary	Campus Staff from GE schools
July 21 4:30-6:00 pm	Meet The Superintendent - Tomball Event Center	All New Staff, Principals, District Leaders
July 21-23	Dual Language Power Up - SDC	CPES, RES, OIS, TIS teachers and Specialists
July 21-25	Special Education Power Week	LIP Teachers Monday – Friday LIP Paras Thursday and Friday AB Teachers Monday – Thursday AB Paras Thursday and Friday
July 22-24	Administrative Rally - Tomball Event Center	District & Campus Leaders
July 28-29	Leadership Retreat - Margaritaville	District & Campus Leaders
July 30	New Teacher Breakfast - Tomball ISD Event Center	Leaders & New TISD Staff
July 31 & Aug. 1	New Teacher Institute - Grand Oaks Elementary	New TISD Staff
August 4	TISD Convocation - Championship Baptist Church	All TISD Staff
August 5	Campus Staff Development	All Staff
August 6	TISD Collaborative Day - Grand Oaks Elementary, Grand Lakes Junior High, TISD Event Center	All Staff

August 7-8	Campus Staff Development	All Staff
August 11	PLC Team Collaborative Day #1 on Campus	All Staff
October 9	Teacher Work Day #1	All Staff
October 10	Professional Learning <i>Exchange Day #1</i>	All Staff
October 13	PLC Team Collaborative Day #2 on Campus	All Staff
November 3	Professional Learning <i>Exchange Day #2</i>	All Staff
November 4	Teacher Work Day #2	All Staff
January 5	Campus Staff Development	All Staff
January 6	PLC Team Collaborative Day #3 on Campus	All Staff
February 13	TISD Collaborative Day - TMHS	All Staff
March 16	PLC Team Collaborative Day #4 on Campus	All Staff
May 12	A+ Banquet @ TMHS 7:00 PM	District & Campus Leaders & A+ Winners
May 22	Campus Staff Development	All Staff
May 26	Professional Learning <i>Exchange Day #3</i>	All Staff

DEIC Approval

The 2025-2026 Tomball ISD Comprehensive Staff Development Plan was presented to the Districtwide Educational Improvement Council (DEIC) and approved on September 18, 2025.

Assurances

	Topic	Goals and Compliance
☑	CIP Content and Development	This content and development process of this district improvement plan complies with the requirements of Texas Education Codes Chapters 11 and 39.
☑	Comprehensive Needs Assessment	The Comprehensive Needs Assessment included an analysis of data for all students, student groups by ethnicity, gender, economic disadvantage, at-risk status, and participation in programs for special education, bilingual/ESL, gifted and talented and CTE. Goals and strategies were developed according to determined needs.
☑	Needs of All Students	Through individual student level planning, monitoring and support, the goals of the DIP will be met for all students.
☑	Goals and Strategies	The DIP goals and strategies include responsible staff, resources, timelines, monitoring, and evaluation.
☑	Attendance and Completion	The DIP Comprehensive Needs Assessment included an analysis of campus-relevant data related to student attendance, dropout rates, graduation rates, on-track credit accrual of 9 th and 10 th grade students, and college readiness.
☑	Transitions	The DIP Comprehensive Needs Assessment included an analysis of any campus-relevant transitions from Early Childhood or home to Pre-Kindergarten or Kindergarten, transitions from 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 CKC, FFB, FFEB, DMA, EHAA, FFB, 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 AIB, FNCL, 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 EHAA and FFH relating to dating violence awareness and training.
☑	Bullying Prevention	The District will follow the policies of the Tomball ISD Board of Education FFI, FDB, FFF, FFH, FO, CQA, and FFB relating to the prevention of bullying.
☑	Coordinated Health Program	The District will follow the policies of the Tomball ISD Board of Education FFA and EHAA relating to a coordinated health program.
☑	Child Abuse Prevention and Reporting	The District will follow the policies of the Tomball ISD Board of Education DG, DH, DHB, FFG, FFH, and GRA related to the prevention and reporting of child abuse.
☑	Child Sexual Abuse Prevention	The District will follow the policies of the Tomball ISD Board of Education DG, DH, DHB, FFG, FFH, and GRA related to the prevention and reporting of child abuse.
☑	Drug, Tobacco, Alcohol Prevention	The District will follow the policies of the Tomball ISD Board of Education FNF relating to drug, tobacco, and alcohol prevention to reduce and eliminate use.
☑	State Compensatory Education	The district-wide SCE plan is described in the District Improvement Plan. The comprehensive needs assessment of this DIP included an analysis of student achievement data for at-risk students.
☑	Dyslexia Treatment Program	The District will follow the policies of the Tomball ISD Board of Education EHB, FB, EHBC, and EKB relating to a Dyslexia Treatment Program.
☑	Trauma-Informed Care Policy	The District will follow the policies of the Tomball ISD Board of Education FFBA(LOCAL) in relation to requiring the integration of trauma-informed practices in each school environment.
☑	Duties of District SRO's	<p>The District shall follow the policies of the Tomball ISD Board of Education CKE in relation to the duties of Peace Officers and School Resource Officers. The Board approves the duties of Peace Officers and School Resource Officers through an annual Memorandum of Understanding and those duties are detailed as:</p> <ol style="list-style-type: none"> 1. Abide by school board policies and shall consult with and coordinate activities through the school principal but shall remain fully responsive to the chain of command of the law enforcement agency in all matters relating to employment and supervision. 2. Encourage individual and small group discussions about law enforcement related matters with students, faculty, and parents. 3. Refrain completely from functioning as a school disciplinarian. The School Resource Officer is not to be involved in the enforcement of disciplinary infractions that do not constitute violations of the law. 4. Confer with the principal to develop plans and strategies to prevent and/or minimize dangerous situations on or near the campus or involving students at school-related activities.

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

Waivers

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

Waiver Type	Reason	Expires	Description
Foreign Exchange Student (5 or more)	Financial or staffing hardship / diminish high quality services / competition for resources	2027	Allows the district to limit the number of foreign exchange students to 5 per high school.
Modified Schedule State Assessment Testing Days	STAAR EOC testing day schedules	2027	This waiver allows the district or charter school to modify the schedule of classes on State Assessment testing days during the school year to reduce interruptions during testing periods.
Texas Data Portal of Texas Assessment Management System	Use of Eduphoria Aware	2027	This waiver allows school districts and charter schools to apply for a waiver of participation in the teacher portal component of the Texas Assessment Management System. A waiver is granted if a district or charter school can provide assurance that the local teacher data portal meets the statutory requirements.
Staff Development General	Professional Development	2026	<p>Each district and open-enrollment charter school may choose how to apply their approved Staff Development Minutes Waiver. For instance, schools may choose to offer early release, late start, all day staff development, or a combination. However, the total waiver minutes for staff development shall not exceed 2,100 minutes per year.</p> <p>This waiver is for staff development in place of student instruction; therefore, the waiver minutes are only applicable to staff development provided instead of student instruction during the school year. Effective with the 2019-2020 school year, the Staff Development Minutes Waiver may not be used prior to the first day of student instruction or after the last day of student instruction.</p>

[TEA Waivers](#)

District of Innovation

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

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

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

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

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

<p>6. INTER-DISTRICT TRANSFERS</p>	<p>TEC 25.036 FDA(LLEGAL)</p>	<p>Texas Education Code 25.036 and Tomball ISD Board Policy FDA (Local) currently allow for inter-district student transfers. Under Section 25.036, a transfer is interpreted to be for one school year. However, in rare instances, a transfer appears not to be in the best interest of the student, the students of Tomball ISD, and the District when the transferred student engages in behavior that warrants significant discipline, does not attend needed interventions, and/or has attendance that falls below the TEA truancy standard. In those rare instances, Tomball ISD seeks the ability to revoke the transfer during the one school year time period.</p> <p>Proposed Innovation: Tomball maintains an inter-district transfer policy under Board Policy FDA (Local) requiring nonresident students wishing to transfer to file a transfer application for each school year, and in approving transfer requests, the Superintendent or designee shall consider the availability of space and instructional staff and the student’s disciplinary history and attendance records. Under Policy FDA, transfer students are expected to follow the rules and regulations of the District. The District is seeking to eliminate the provision of a one-year commitment in accepting an inter-district transfer for the following circumstances:</p> <ul style="list-style-type: none"> - student behavior warrants suspension (in or out of school), placement in a disciplinary alternative program, or expulsion; and/or - student has not attended required interventions (if needed); and/or - student attendance falls below the TEA truancy standard.
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