Not just a district, a destination.

TOMBALL
INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN
2025-2026

Campus Name	Tomball Memorial High School
TEA District ID	101-921-002
Principal	Jennifer Collier
Date of Board Approval	October 14, 2025

TOMBALL
INDEPENDENT SCHOOL DISTRICT
DESTINATION EXCELLENCE

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

Board of Education	**District Leadership**
Dr. Michael J. Pratt	Dr. Martha Salazar-Zamora
President	*Superintendent of Schools*
Mark Lewandowski	Zachery Boles
Vice President	*Chief Financial Officer*
John E. McStravick	Dr. Steven Gutierrez
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Tina Salem	Dr. Amy Schindewolf
Assistant Secretary	*Deputy Superintendent*
Amanda Bass	Holly Sherman J.D.
Trustee	*General Counsel*
Jennifer Kratky	Dr. Michael Webb
Trustee	*Chief Academic Officer*
Coco White	Dr. George Flores
Trustee	*Assistant Superintendent of Elementary Schools*
	Dr. Mindy Munoz
	Assistant Superintendent of Secondary School
	Dr. Alicia Reeves
	Assistant Superintendent of Development & Engagement
	Mark White
	Assistant Superintendent of Accountability
	Dr. Lee Wright
	Assistant Superintendent of Human Talent

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Tomball ISD Non-Discrimination Policies

General Policies

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

Tomball ISD Board Policy FFH (LOCAL)

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

Tomball ISD Board Policy DIA (LOCAL)

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

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

Vocational Programs

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

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

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

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

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

Legal Notice

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

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

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

Texas Education Code 11.251(a)

A board shall adopt a policy to establish a district- and campus-level planning and decision-making process that will involve the professional staff of a district, parents of students enrolled in a district, business representatives, and community members in establishing and reviewing the district's and campuses' educational plans, goals, performance objectives, and major classroom instructional programs.   *Texas Education Code 11.251(b)*

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

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

Texas Education Code 11.253(c)

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

Texas Education Code 11.251(f)

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

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

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

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

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

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

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

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

A district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to the achievement indicators.
Texas Education Code 11.252(a)

The district improvement plan must include provisions for:

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

      b.   The need for students to make informed curriculum choices to be prepared for success beyond high school.

      c.   Sources of information on higher education admissions and financial aid.

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

Texas Education Code 11.252(a)

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

Texas Education Code 37.083(a)

12. A dating violence policy that must:
      a.   Include a definition of dating violence that includes the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship, as defined by Family Code 71.0021; and
      b.   a clear statement that dating violence is not tolerated at school; and
      c.   reporting procedures and guidelines for students who are victims of dating violence, including a procedure for immediately notifying the parent or guardian of a student about a report received by the district identifying the student as an alleged victim or perpetrator of dating violence; and
      d.   Address safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators, counseling for affected students, and awareness education for students and parents.
         Texas Education Code 37.0831 [See FFH]

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

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

14. A policy addressing sexual abuse, sex trafficking, and other maltreatment of children that must address:
   a.   methods for increasing staff, student, and parent awareness of issues regarding sexual abuse, sex trafficking, and other maltreatment of children, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim of sexual abuse, sex trafficking, or other maltreatment, using resources developed by the agency or the commissioner regarding those issues, including resources developed by the agency under Section 38.004;
   b.   actions that a child who is a victim of sexual abuse, sex trafficking, or other maltreatment should take to obtain assistance and intervention; and
   c.   available counseling options for students affected by sexual abuse, sex trafficking, or other maltreatment.   *Texas Education Code 38.0041*

A district's plan for the improvement of student performance is not filed with TEA, but the district must make the plan available to TEA on request.   *Texas Education Code 11.252(b)*

The district-level committee shall assist the superintendent with the annual development, evaluation, and revision of the district improvement plan.   *Texas Education Code 11.252(a)*

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

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

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

Each district-level committee shall use the information in developing the district improvement plan.
Texas Education Code 11.255

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

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

DMA(LEGAL)

Federal Funds
Supplement, Not Supplant Methodology

County-District #:   101921

LEA Name: Tomball ISD
School Year: 2023-2024

Supplement, Not Supplant (SNS) Methodology

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

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

Tomball ISD has adopted the following policies to assure compliance with regulations regarding Federal funds:
    EHBD (LEGAL)
    EHBD (LOCAL)

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

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

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

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

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

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

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

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

Description of methodology:
The basis on which State and local funds are allocated:
- ☐ DISTRICTWIDE or
- ☑ CAMPUS CATEGORY

The type of methodology used:
- ☑ SIMPLE FLAT AMOUNT PER-PUPIL
- ☐ WEIGHTED PER-PUPIL
- ☐ PERSONNEL-NONPERSONNEL COSTS

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

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

Attachments:
Annual Budget Budget Book
Annual Comprehensive Financial Report (ACFR)

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

December 5, 2018	September 23, 2021	October 27, 2022	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 barri-ers 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 essen-tial skills that ensure their success in various aspects of life.
6. Demonstrate respect for themselves and others, developing character skills such as integrity and resilience that reinforce healthy behaviors.
7. Cultivate a deeper understanding of service mindedness, empowering them to become active stewards of the community.

AE(LOCAL)

District Profile

Accreditation

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

Tomball ISD is a Texas Education Agency District of Innovation.

Campus and Program Description

Tomball Memorial High School is a 6A campus with approximately 3,213 students. Teachers and staff have been selected through an extensive interview process with a focus on student performance, student growth, collaboration and relationships. Students at Tomball Memorial High School are challenged on a daily basis through rigorous classroom instruction as scores have shown this to be a very high performing campus. Over 50% of the student population take TAP, AP or DC courses offered by instructors on campus. In addition, over 50% of the student population is involved in some type of extracurricular activity.

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

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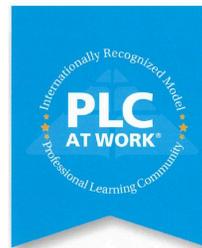
Demographics

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

Students

School Population	Count	Percent
Student Total	3213	**100%**
9th Grade	830	25.83%
10th Grade	845	26.30%
11th Grade	795	24.74%
12th Grade	743	23.12%

Student Demographics	Count	Percent
Gender		
Female	1600	49.80%
Male	1613	50.20%
Ethnicity		
Hispanic-Latino	1001	31.15%
Race		
American Indian - Alaskan Native	4	0.12%
Asian	401	12.48%
Black - African American	218	6.78%
Native Hawaiian - Pacific Islander	1	0.03%
White	1447	45.04%
Two-or-More	141	4.39%

Student Programs	Count	Percent
Dyslexia	151	4.70%
Gifted and Talented	370	11.52%
Regional Day School Program for the Deaf	0	0.00%
Section 504	368	11.45%
Special Education (SPED)	264	8.22%
Bilingual/ESL		
Emergent Bilingual (EB)	257	8.00%
Bilingual	0	0.00%
English as a Second Language (ESL)	245	7.63%

Alternative Methods for Bilingual Education	0	0.00%
Alternative Methods for ESL	0	0.00%

Title I Part A

Schoolwide Program	0	0.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Student Indicators	Count	Percent
At-Risk	779	24.25%
Foster Care	3	0.09%
IEP Continuer	7	0.22%
Immigrant	72	2.24%
Intervention Indicator	143	4.45%
Migratory	0	0.00%
Military Connected	22	0.68%
Transfer In Students	35	1.09%
Unschooled Asylee/Refugee	0	0%

Economic Disadvantage

Economic Disadvantage Total	834	25.96%
Free Meals	534	16.62%
Reduced-Price Meals	112	3.49%
Other Economic Disadvantage	188	5.85%

Homeless and Unaccompanied Youth

Homeless Status Total	0	0.00%
Shelter	0	0.00%
Doubled Up	0	0.00%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	0	0.00%
Is Unaccompanied Youth	0	0.00%

Special Education Services	Count	Percent

Primary Disabilities

No Disability	0	0.00%
Orthopedic impairment	2	0.76%
Other health impairment	57	21.59%
Auditory impairment	4	1.52%
Visual impairment	2	0.76%

Deaf-Blind	0	0.00%
Intellectual disability	20	7.58%
Emotional disturbance	33	12.50%
Learning disability	96	36.36%
Speech impairment	3	1.14%
Autism	47	17.80%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	0	0.00%
Instructional Settings		
Speech Therapy	3	1.14%
Homebound	2	0.76%
Hospital Class	0	0.00%
Mainstream	116	43.94%
Resource Room	102	38.64%
VAC	2	0.76%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	1	0.38%
Self Contained	36	13.64%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	2	0.76%
College and Career Readiness School Models	Count	Percent
Associate Degree *Does not include leavers*	0	0.00%
Early College High School (ECHS)	0	0.00%
New Tech	0	0.00%
P-Tech	0	0.00%

Campus Improvement Team (CIT)

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

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

Campus Improvement Team (CIT) Membership

Name of CIT Member	Position		Meeting Dates
Karla Sandoval	District Appointee		9/18/2025
Janet Stackhouse	Classroom Teacher		11/13/2025
Shelley Stout	Classroom Teacher		2/5/2026
Laura Higley	Classroom Teacher		4/16/2026
Shelley McCLannahan	Classroom Teacher		
Christina Thornton	Classroom Teacher		
Diana Toscano	Classroom Teacher		
Katrina Lewandowski	Classroom Teacher		
Andrew Easton	Classroom Teacher		
Jill Hayes	Non-classroom Professional		
Tamara Hamilton	Business Representative		
Jennifer Whiting	Business Representative		
Melyssa Bordelon	Parent		
Veronica Goeble	Parent		
Robin LaRue	Community Representative		
Dawn Rodriguez	Community Representative		

Data Analysis and Comprehensive Needs Assessment

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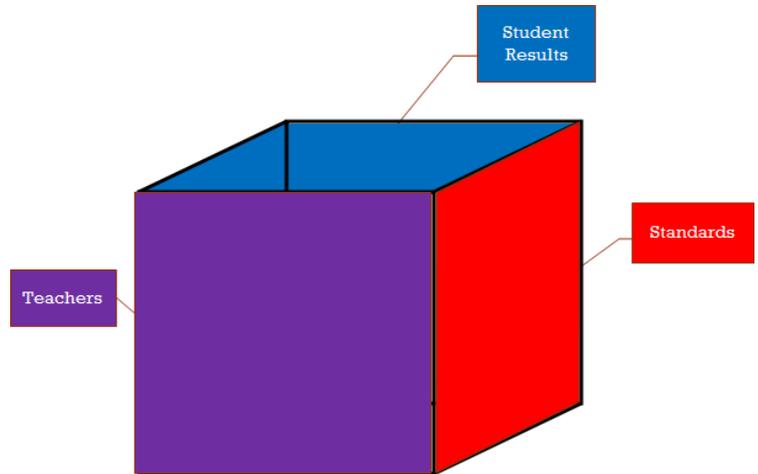
Sample Integrated Data Sources

Students	Teachers	Standards
STAAR/EOC Results Texas Academic Performance Reports TELPAS results Curriculum- Based Assessments Formative assessments Interim Assessments Student portfolios CLI/STAR Early Literacy Results Results Driven Accountability (RDA) Eduphoria Aware Reports Individual education plans Attendance data Discipline referrals RtI Progress Monitoring reports Report cards Graduation/Dropout rates AP data Dual credit data CCMR Reports SAT/ACT Scores Summary of Major Assessment (SOMA) Framework Panorama Survey Results PEIMS, TPEIR, TAPR, SRC Reports	Student Growth/Progress reports STAAR/EOC Results TTESS domain scores Walk-through data Professional development goals Attendance Retention rates Discipline referrals Lesson Plans Failure rates Grades vs Assessment Results TEKS content knowledge Technology skills Assessment design Participation in collaboratives AP exam participation and results UIL participation and results Growth Analysis Reports Star Renaissance SGA analysis Panorama Survey Results	Assessment item analysis Lead4Ward reports Vertical Alignment Matrices TEKS gaps analysis Tomball ISD Curriculum Lesson plans/Instructional design Most Missed Questions (MMQ's) SAT Analysis Reports AP Analysis Reports PSAT Analysis Reports Summary of Major Assessment (SOMA) Framework

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

Effective Schools Framework (ESF)

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

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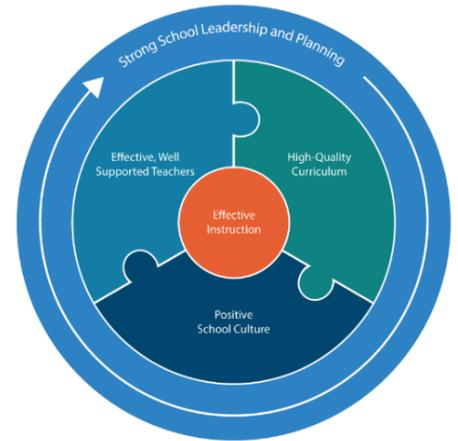
ESF Theory of Action

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

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

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

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

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

ESF Levers

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

Lever 1: Strong School Leadership and Planning

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

Lever 2: Strategic Staffing

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

Lever 3: Positive School Culture

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

Lever 4: High-Quality Instructional Materials & Assessments

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

Lever 5: Effective Instruction

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

State A-F Accountability

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

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		96	A	
Student Achievement		95	A	70%
STAAR Performance	72	93		
College, Career and Military Readiness	96	97		
Graduation Rate	99.1	95		
School Progress		93	A	0%
Academic Growth	73	79	C	
Relative Performance (Eco Dis: 25.9%)		93	A	✓
Closing the Gaps	95	98	A	30%

Identification of Schools for Improvement

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

Distinction Designations

Academic Achievement in Reading/ Language Arts

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25% : Comparative Academic Growth

Postsecondary Readiness

Top 25% : Comparative Closing the Gaps

Released August 13, 2025

TEA | Analytics, Assessment, and Reporting | Performance Reporting

STAAR Results

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

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

Report Date: SPRING 2025
Date of Testing: SPRING 2025

Administration Summary

	Number	Percent
Students Tested	466	99
Students Not Tested		
Absent	3	1
Other	0	0
Total Documents Submitted	469	100

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

Results for Each Reporting Category

Category	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	1. Number and Algebraic Methods (12) #	%	2. Describing and Graphing Linear Functions, Equations, and Inequalities (13) #	%	3. Writing and Solving Linear Functions, Equations, and Inequalities (15) #	%	4. Quadratic Functions and Equations (12) #	%	5. Exponential Functions and Equations (7) #	%
All Students	466	4267	16	3	450	97	354	76	201	43	7.0	59	8.7	67	9.3	62	8.3	69	4.5	64
Male	228	4281	10	4	218	96	170	75	101	44	6.8	57	8.8	68	9.4	63	8.3	69	4.6	66
Female	238	4253	6	3	232	97	184	77	100	42	7.2	60	8.6	66	9.3	62	8.3	70	4.4	63
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	186	4224	7	4	179	96	132	71	65	35	6.7	56	8.4	65	9.0	60	8.2	68	4.4	63
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	34	4553	1	3	33	97	30	88	25	74	8.6	72	9.9	76	10.3	69	9.6	80	5.4	77
Black or African American	39	4206	2	5	37	95	29	74	15	38	6.7	56	8.2	63	9.5	63	7.9	66	4.3	62
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	187	4247	6	3	181	97	144	77	84	45	7.1	59	8.7	67	9.3	62	8.3	69	4.4	63
Two or More Races	20	4483	0	0	20	100	19	95	12	60	7.8	65	9.9	76	10.5	70	9.0	75	5.2	74
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged — Yes	165	4253	8	5	157	95	120	73	57	35	6.9	57	8.3	64	9.2	61	8.3	69	4.5	64
No	301	4274	8	3	293	97	234	78	144	48	7.1	59	8.9	68	9.4	63	8.4	70	4.5	64
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	466	4267	16	3	450	97	354	76	201	43	7.0	59	8.7	67	9.3	62	8.3	69	4.5	64
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	466	4267	16	3	450	97	354	76	201	43	7.0	59	8.7	67	9.3	62	8.3	69	4.5	64
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual (EB)	77	4179	7	9	70	91	47	61	29	38	6.6	55	8.0	61	8.8	59	7.5	63	4.3	62
Monitored 1st Year (M1), reclassified from EB	17	4507	0	0	17	100	15	88	10	59	8.2	68	10.2	79	10.4	69	9.6	80	4.8	69
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)	18	4447	0	0	18	100	16	89	10	56	7.7	64	9.5	73	10.3	69	9.3	78	5.2	75
Non-Emergent Bilingual (Non-EB)	354	4265	9	3	345	97	276	78	152	43	7.0	59	8.7	67	9.4	62	8.4	70	4.5	64
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	466	4267	16	3	450	97	354	76	201	43	7.0	59	8.7	67	9.3	62	8.3	69	4.5	64
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL — Participants	73	4184	7	10	66	90	45	62	27	37	6.6	55	8.0	61	8.8	59	7.6	63	4.4	62
Nonparticipants	393	4282	9	2	384	98	309	79	174	44	7.1	59	8.8	68	9.4	63	8.5	71	4.5	65
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education — Yes	76	4037	5	7	71	93	43	57	14	18	6.2	52	7.0	54	8.0	53	7.3	61	3.8	54
No	390	4311	11	3	379	97	311	80	187	48	7.2	60	9.0	69	9.6	64	8.5	71	4.6	66
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 — Yes	64	4213	1	2	63	98	50	78	20	31	6.7	56	8.4	64	9.1	60	8.2	69	4.4	63
No	402	4275	15	4	387	96	304	76	181	45	7.1	59	8.7	67	9.4	63	8.4	70	4.5	65
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented — Participants	10	4597	0	0	10	100	10	100	8	80	7.3	61	10.5	81	11.6	77	10.8	90	5.6	80
Nonparticipants	456	4259	16	4	440	96	344	75	193	42	7.0	58	8.6	66	9.3	62	8.3	69	4.5	64
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk — Yes	179	4076	15	8	164	92	101	56	44	25	6.3	52	7.5	57	8.3	55	7.2	60	3.9	56
No	287	4385	1	0	286	100	253	88	157	55	7.5	63	9.4	73	10.0	67	9.1	76	4.9	69
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

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

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

Report Date: SPRING 2025
Date of Testing: SPRING 2025

Administration Summary

	Number	Percent
Students Tested	793	100
Students Not Tested		
Absent	1	0
Other	0	0
Total Documents Submitted	794	100

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

Results for Each Reporting Category

Group	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	1. Cell Structure and Function (13) #	%	2. Mechanisms of Genetics (11) #	%	3. Biological Evolution and Classification (10) #	%	4. Biological Processes and Systems (10) #	%	5. Interdependence within Environmental Systems (9) #	%
All Students	793	4446	24	3	769	97	690	87	338	43	8.1	62	7.9	72	8.3	83	6.1	61	5.6	62
Male	381	4458	11	3	370	97	331	87	163	43	8.1	63	7.9	72	8.3	83	6.1	61	5.7	63
Female	412	4435	13	3	399	97	359	87	175	42	8.0	62	7.9	72	8.4	84	6.1	61	5.5	61
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	251	4330	17	7	234	93	206	82	84	33	7.5	57	7.5	68	8.0	80	5.6	56	5.1	57
American Indian or Alaska Native	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	114	4656	2	2	112	98	109	96	70	61	9.2	71	8.5	78	8.8	88	7.0	70	6.5	72
Black or African American	51	4240	1	2	50	98	39	76	10	20	6.8	52	7.2	66	7.4	74	5.4	54	4.9	54
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	340	4469	3	1	337	99	302	89	153	45	8.3	64	8.0	73	8.5	85	6.1	61	5.7	63
Two or More Races	36	4644	1	3	35	97	33	92	20	56	9.0	69	8.5	77	8.8	88	7.3	73	5.8	65
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged — Yes	216	4288	14	6	202	94	170	79	54	25	7.3	56	7.3	67	7.9	79	5.4	54	4.9	55
Economically Disadvantaged — No	577	4505	10	2	567	98	520	90	284	49	8.4	64	8.1	74	8.5	85	6.3	63	5.8	65
Economically Disadvantaged — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — Nonparticipants	793	4446	24	3	769	97	690	87	338	43	8.1	62	7.9	72	8.3	83	6.1	61	5.6	62
Title I, Part A — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — No	793	4446	24	3	769	97	690	87	338	43	8.1	62	7.9	72	8.3	83	6.1	61	5.6	62
Migrant — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual (EB)	87	4107	14	16	73	84	55	63	18	21	6.4	49	6.4	58	6.7	67	5.1	51	4.2	46
Monitored 1st Year (M1), reclassified from EB	22	4516	0	0	22	100	20	91	10	45	8.5	65	8.3	75	8.9	89	6.5	65	5.9	65
Monitored 2nd Year (M2), reclassified from EB	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year (M3), reclassified from EB	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year (M4), reclassified from EB	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB (Post Monitoring)	51	4619	0	0	51	100	51	100	25	49	8.8	68	8.4	77	9.2	92	6.7	67	6.3	70
Non-Emergent Bilingual (Non-EB)	628	4475	10	2	618	98	559	89	281	45	8.2	63	8.0	73	8.5	85	6.1	61	5.7	63
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Nonparticipants	793	4446	24	3	769	97	690	87	338	43	8.1	62	7.9	72	8.3	83	6.1	61	5.6	62
Bilingual — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL — Participants	83	4116	14	17	69	83	53	64	18	22	6.5	50	6.4	58	6.8	68	5.1	51	4.2	46
ESL — Nonparticipants	710	4485	10	1	700	99	637	90	320	45	8.3	64	8.1	73	8.5	85	6.2	62	5.7	64
ESL — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education — Yes	78	4019	11	14	67	86	48	62	11	14	5.7	44	6.2	57	6.7	67	4.5	45	3.8	42
Special Education — No	715	4493	13	2	702	98	642	90	327	46	8.4	64	8.1	73	8.5	85	6.2	62	5.8	64
Special Education — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 — Yes	91	4338	2	2	89	98	74	81	25	27	7.6	58	7.6	70	8.1	81	5.4	54	5.1	56
Section 504 — No	702	4460	22	3	680	97	616	88	313	45	8.2	63	7.9	72	8.4	84	6.2	62	5.6	63
Section 504 — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented — Participants	100	4960	0	0	100	100	100	100	95	95	10.9	84	9.4	86	9.3	93	8.2	82	7.3	81
Gifted/Talented — Nonparticipants	693	4372	24	3	669	97	590	85	243	35	7.7	59	7.7	70	8.2	82	5.8	58	5.3	59
Gifted/Talented — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk — Yes	196	4055	23	12	173	88	111	57	24	12	6.0	46	6.4	58	6.8	68	4.5	45	4.0	44
At-Risk — No	597	4574	1	0	596	100	579	97	314	53	8.8	68	8.4	76	8.8	88	6.6	66	6.1	68
At-Risk — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

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

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

Report Date: SPRING 2025
Date of Testing: SPRING 2025

Administration Summary

	Number	Percent
Students Tested	790	99
Students Not Tested		
Absent	6	1
Other	0	0
Total Documents Submitted	796	100

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

Results for Each Reporting Category

Group	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	1 Reading (32) Avg #	1 Reading %	2 Writing (32) Avg #	2 Writing %
All Students	790	4387	76	10	714	90	645	82	256	32	22.5	70	23.8	74
Male	379	4327	46	12	333	88	295	78	104	27	21.8	68	23.0	72
Female	411	4442	30	7	381	93	350	85	152	37	23.1	72	24.6	77
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	254	4287	36	14	218	86	190	75	66	26	21.3	67	22.3	70
American Indian or Alaska Native	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	110	4637	5	5	105	95	104	95	58	53	24.8	77	27.2	85
Black or African American	50	4178	9	18	41	82	34	68	8	16	20.2	63	20.9	65
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---
White	338	4394	22	7	316	93	285	84	104	31	22.9	72	24.1	75
Two or More Races	37	4531	4	11	33	89	31	84	19	51	23.5	73	25.7	80
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged Yes	213	4219	36	17	177	83	154	72	35	16	20.5	64	21.6	67
No	577	4449	40	7	537	93	491	85	221	38	23.2	73	24.6	77
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	790	4387	76	10	714	90	645	82	256	32	22.5	70	23.8	74
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No	790	4387	76	10	714	90	645	82	256	32	22.5	70	23.8	74
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual (EB)	89	3976	33	37	56	63	43	48	6	7	17.2	54	17.5	55
Monitored 1st Year (M1), reclassified from EB	22	4442	0	0	22	100	20	91	9	41	24.0	75	24.7	77
Monitored 2nd Year (M2), reclassified from EB	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year (M3), reclassified from EB	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year (M4), reclassified from EB	3	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB (Post Monitoring)	51	4621	0	0	51	100	51	100	27	53	25.0	78	27.7	87
Non-Emergent Bilingual (Non-EB)	623	4422	43	7	580	93	526	84	211	34	23.0	72	24.3	76
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	790	4387	76	10	714	90	645	82	256	32	22.5	70	23.8	74
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL Participants	85	3982	30	35	55	65	42	49	6	7	17.2	54	17.6	55
Nonparticipants	705	4436	46	7	659	93	603	86	250	35	23.1	72	24.6	77
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education Yes	80	3902	31	39	49	61	30	38	4	5	16.6	52	15.7	49
No	710	4442	45	6	665	94	615	87	252	35	23.2	72	24.7	77
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 Yes	90	4235	12	13	78	87	63	70	17	19	21.1	66	21.5	67
No	700	4406	64	9	636	91	582	83	239	34	22.7	71	24.1	75
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented Participants	100	4859	1	1	99	99	99	99	80	80	27.1	85	29.2	91
Nonparticipants	690	4319	75	11	615	89	546	79	176	26	21.8	68	23.0	72
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk Yes	198	3960	71	36	127	64	90	45	12	6	17.0	53	17.1	54
No	592	4530	5	1	587	99	555	94	244	41	24.3	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
Campus: 002 TOMBALL MEMORIA

Report Date: SPRING 2025
Date of Testing: SPRING 2025

Administration Summary

	Number	Percent
Students Tested	826	100
Students Not Tested		
Absent	4	0
Other	0	0
Total Documents Submitted	830	100
Legend		
--- = No Data Reported For Fewer Than Five Students		

Results for Each Reporting Category

	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	1 Reading (33 pts) Avg #	1 Reading %	2 Writing (31 pts) Avg #	2 Writing %
All Students	826	4390	69	8	757	92	675	82	181	22	24.0	73	21.7	70
Male	412	4365	43	10	369	90	332	81	87	21	23.9	73	21.1	68
Female	414	4415	26	6	388	94	343	83	94	23	24.0	73	22.2	72
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	258	4256	36	14	222	86	192	74	36	14	22.6	69	19.6	63
American Indian or Alaska Native	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	108	4668	2	2	106	98	104	96	43	40	26.4	80	26.0	84
Black or African American	52	4187	10	19	42	81	35	67	7	13	22.0	67	18.1	58
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---
White	369	4428	19	5	350	95	310	84	86	23	24.5	74	22.3	72
Two or More Races	37	4410	2	5	35	95	32	86	8	22	23.5	71	22.4	72
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged Yes	221	4196	39	18	182	82	150	68	27	12	22.1	67	18.3	59
No	605	4461	30	5	575	95	525	87	154	25	24.6	75	22.9	74
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A Participants	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	825	4391	69	8	756	92	674	82	181	22	24.0	73	21.7	70
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No	826	4390	69	8	757	92	675	82	181	22	24.0	73	21.7	70
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual (EB)	72	3887	25	35	47	65	29	40	1	1	17.8	54	13.9	45
Monitored 1st Year (M1), reclassified from EB	25	4441	1	4	24	96	23	92	2	8	25.2	76	23.1	74
Monitored 2nd Year (M2), reclassified from EB	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year (M3), reclassified from EB	2	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year (M4), reclassified from EB	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB (Post Monitoring)	49	4607	0	0	49	100	47	96	17	35	25.9	79	25.1	81
Non-Emergent Bilingual (Non-EB)	677	4425	43	6	634	94	573	85	160	24	24.4	74	22.2	72
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	826	4390	69	8	757	92	675	82	181	22	24.0	73	21.7	70
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL Participants	70	3873	25	36	45	64	27	39	1	1	17.6	53	13.7	44
Nonparticipants	755	4438	44	6	711	94	647	86	180	24	24.5	74	22.4	72
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education Yes	56	3838	24	43	32	57	17	30	0	0	17.8	54	11.9	38
No	770	4430	45	6	725	94	658	85	181	24	24.4	74	22.4	72
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 Yes	83	4302	2	2	81	98	65	78	11	13	23.7	72	20.0	64
No	743	4400	67	9	676	91	610	82	170	23	24.0	73	21.9	71
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented Participants	93	4871	1	1	92	99	92	99	63	68	28.2	85	27.9	90
Nonparticipants	733	4329	68	9	665	91	583	80	118	16	23.4	71	20.9	67
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk Yes	214	3976	55	26	159	74	105	49	2	1	19.5	59	14.9	48
No	612	4535	14	2	598	98	570	93	179	29	25.5	77	24.1	78
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---

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

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

Report Date: SPRING 2025
Date of Testing: SPRING 2025

Administration Summary

	Number	Percent
Students Tested	789	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	789	100

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

Results for Each Reporting Category

Group	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	1 History (34) Avg #	1 History %	2 Geography and Culture (13) Avg #	2 %	3 Government and Citizenship (12) Avg #	3 %	4 Economics, Science, Technology, and Society (19) Avg #	4 %
All Students	789	4671	11	1	778	99	711	90	541	69	23.4	69	9.8	75	8.3	69	13.8	73
Male	408	4715	4	1	404	99	375	92	286	70	24.1	71	9.8	76	8.2	68	14.1	74
Female	381	4625	7	2	374	98	336	88	255	67	22.7	67	9.8	75	8.4	70	13.5	71
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	261	4524	8	3	253	97	216	83	150	57	21.7	64	9.3	72	7.6	63	12.8	67
American Indian or Alaska Native	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	92	4912	0	0	92	100	92	100	82	89	26.0	77	10.8	83	9.6	80	15.4	81
Black or African American	50	4415	1	2	49	98	40	80	24	48	20.2	59	8.6	66	7.4	62	11.9	63
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	348	4750	2	1	346	99	327	94	256	74	24.4	72	10.0	77	8.6	72	14.4	76
Two or More Races	36	4733	0	0	36	100	34	94	28	78	24.8	73	10.1	78	8.7	72	14.4	76
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged — Yes	196	4359	10	5	186	95	150	77	88	45	19.9	59	8.6	66	6.9	58	11.8	62
Economically Disadvantaged — No	593	4774	1	0	592	100	561	95	453	76	24.6	72	10.2	79	8.8	73	14.4	76
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — Nonparticipants	789	4671	11	1	778	99	711	90	541	69	23.4	69	9.8	75	8.3	69	13.8	73
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — No	789	4671	11	1	778	99	711	90	541	69	23.4	69	9.8	75	8.3	69	13.8	73
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual (EB)	58	3971	10	17	48	83	26	45	10	17	14.7	43	6.8	52	4.9	41	9.3	49
Monitored 1st Year (M1), reclassified from EB	10	4536	0	0	10	100	9	90	6	60	23.0	68	9.4	72	7.9	66	12.3	65
Monitored 2nd Year (M2), reclassified from EB	6	4845	0	0	6	100	6	100	6	100	25.3	75	11.3	87	9.3	78	15.2	80
Monitored 3rd Year (M3), reclassified from EB	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year (M4), reclassified from EB	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB (Post Monitoring)	54	4737	0	0	54	100	53	98	44	81	25.0	74	10.3	79	8.5	71	14.3	75
Non-Emergent Bilingual (Non-EB)	661	4728	1	0	660	100	617	93	475	72	24.1	71	10.0	77	8.6	72	14.2	75
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Nonparticipants	789	4671	11	1	778	99	711	90	541	69	23.4	69	9.8	75	8.3	69	13.8	73
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL — Participants	55	3967	10	18	45	82	25	45	9	16	14.7	43	6.8	52	4.9	40	9.3	49
ESL — Nonparticipants	734	4724	1	0	733	100	686	93	532	72	24.1	71	10.0	77	8.6	71	14.1	74
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education — Yes	44	4095	3	7	41	93	23	52	7	16	16.0	47	7.2	55	5.5	46	10.3	54
Special Education — No	745	4705	8	1	737	99	688	92	534	72	23.9	70	10.0	77	8.5	71	14.0	74
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 — Yes	92	4544	0	0	92	100	81	88	54	59	22.4	66	9.4	72	7.6	63	13.2	69
Section 504 — No	697	4688	11	2	686	98	630	90	487	70	23.6	69	9.9	76	8.4	70	13.9	73
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented — Participants	105	5147	0	0	105	100	104	99	102	97	27.8	82	11.4	88	10.1	85	16.6	87
Gifted/Talented — Nonparticipants	684	4598	11	2	673	98	607	89	439	64	22.8	67	9.6	74	8.0	67	13.4	70
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk — Yes	167	4207	11	7	156	93	113	68	54	32	18.1	53	7.9	61	6.1	51	10.9	57
At-Risk — No	622	4796	0	0	622	100	598	96	487	78	24.9	73	10.3	79	8.9	74	14.6	77
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Graduation

Class of 2024

Calculation Report

Graduation Rate	All Students
Class of 2024, 4-year	99.1
Class of 2023, 5-year	98.6
Class of 2022, 6-year	99.0
Annual Dropout*	
Component Score	**99.1**

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

Data Table

	Accountability Groups									Additional Student Groups								
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Econ Disadv	Non-Econ Disadv	G/T	EB/EL (Current & Monitored)+	Special Ed (Current)	Highly Mobile★	Foster	Homeless	Migrant
4-Year Graduation Rate (Gr 9-12): Class of 2024																		
% Graduated	99.1%	97.9%	97.7%	99.7%	-	100.0%	-	100.0%	97.9%	98.0%	99.5%	100.0%	92.7%	100.0%	*	*	*	-
# Graduated	740	46	217	356	-	90	-	31	228	195	545	89	51	31	*	*	*	-
Total in Class	747	47	222	357	-	90	-	31	233	199	548	89	55	31	*	*	*	-
5-Year Extended Graduation Rate (Gr 9-12): Class of 2023																		
% Graduated	98.6%	97.5%	97.8%	99.1%	-	100.0%	-	97.2%	97.1%	97.8%	98.9%	98.7%	97.2%	94.9%	*	*	*	-
# Graduated	643	39	177	314	-	78	-	35	199	174	469	76	35	37	*	*	*	-
Total in Class	652	40	181	317	-	78	-	36	205	178	474	77	36	39	*	*	*	-
6-Year Extended Graduation Rate (Gr 9-12): Class of 2022																		
% Graduated	99.0%	97.6%	98.9%	99.3%	*	100.0%	*	95.8%	98.3%	97.9%	99.4%	100.0%	100.0%	100.0%	*	*	*	-
# Graduated	600	40	177	290	*	67	*	23	172	139	461	57	31	43	*	*	*	-
Total in Class	606	41	179	292	*	67	*	24	175	142	464	57	31	43	*	*	*	-
Annual Dropout Rate (Gr 9-12): SY 2023-24																		
% Dropped Out	0.1%	0.4%	0.1%	0.1%	*	0.0%	*	0.0%	0.3%	0.2%	0.0%	0.0%	0.4%	0.4%	0.0%	0.0%	*	-
% Dropped Out - Conversion	99.0%																	
# Dropped Out	3	1	1	1	*	0	*	0	3	2	1	0	1	1	0	0	*	-
# of Students	3,228	227	991	1,481	*	379	*	146	1,139	937	2,291	357	263	238	11	7	*	-

CCMR Class of 2024

	2024 Annual Graduates	
	Count Credit	Component Score
Total		
Total graduates	737	
Total credit for CCMR criteria	706	96%

Data Table

	2024 Annual Graduates	
	Count Credit	Percentage
College		
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both RLA and Mathematics	612	83.0%
Met TSI criteria in both RLA and Mathematics, excluding college prep courses	461	62.6%
TSI Criteria - Reading/Language Arts (RLA)		
Met TSI criteria for at least one indicator in RLA	688	93.4%
Met TSI criteria in RLA, excluding college prep courses	560	76.0%
Met TSI assessment criteria	249	33.8%
Met ACT criteria	87	11.8%
Met SAT criteria	537	72.9%
Earned credit for a college prep course	141	19.1%
TSI Criteria - Mathematics		
Met TSI criteria for at least one indicator in Mathematics	623	84.5%
Met TSI criteria in Mathematics, excluding college prep courses	485	65.8%
Met TSI assessment criteria	338	45.9%
Met ACT criteria	78	10.6%
Met SAT criteria	431	58.5%
Earned credit for a college prep course	154	20.9%
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	284	38.5%
Dual Course Credits		
Earned credit for at least 3 hours in RLA or Mathematics or 9 hours in any subject	362	49.1%
Associate Degree		
Earned an associate degree by August 31 immediately following high school graduation	0	0.0%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	0	0.0%
Special Ed with Advanced Diploma Plan		
Received special education services and earned an advanced diploma	11	1.5%
Career		
Industry-Based Certifications (IBC)		
Earned an IBC and received credit for an aligned level two or higher course	401	54.4%
Earned at least one sunsetting IBC and did not meet any other CCMR criteria	2	0.3%
Earned only a sunsetting IBC and are not included due to IBC cap*	0	0.0%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	0	0.0%
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	6	0.8%
Military		
U.S. Armed Forces		
Enlisted in the U.S. Armed Forces	5	0.7%

Attendance

Tomball ISD	PIA - Cumulative
	2024-2025
All Students	95.5
Ethnicity	
Hispanic/Latino	95.0
American Indian or Alaska Native	94.0
Asian	97.3
Black or African American	95.3
Native Hawaiian or Other Pacific Islander	97.0
White	95.4
Two or More Races	95.6
Gender	
Male	95.7
Female	95.4
Grade	
9th	96.0
10th	95.6
11th	95.6
12th	94.7
Special Population	
At Risk	93.8
Early Reading Indicator	
Economic Disadvantage	94.3
Emergent Bilingual	94.4
Foster Care	85.0
Gifted and Talented	96.9
Homeless Status	81.0
Migrant	
Military Connected	96.5
RDSPD	
Section 504	94.7
Special Education	94.0
Transfer in Students	96.6
Unaccompanied Youth	81.0

Discipline

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

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

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

Year	Enrollment	Discipline Code																
		11	12	14	16	17	18	19	29	30	31	32	36	46	47	48	57	Total
2024-2025	3,312	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
2023-2024	3,234	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2022-2023	3,086	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total		0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0

Disciplinary Removals

Tomball Memorial HS	Number of Students	ISS Actions	ISS Students	ISS Percent	OSS Actions	OSS Students	OSS Percent	DAEP Actions	DAEP Students	DAEP Percent	JJAEP Actions	JJAEP Students	JJAEP Percent	Total Actions	Total Students	Total Percent
All	3303	409	198	5.99%	231	149	4.51%	102	87	2.63%	1	1	0.03%	743	261	7.90%
Asian	407	17	10	2.46%	4	3	0.74%	0	0	0.00%	0	0	0.00%	21	11	2.70%
Black or African American	230	53	24	10.43%	30	24	10.43%	14	12	5.22%	0	0	0.00%	97	36	15.65%
Hispanic/Latino	1040	168	85	8.17%	86	51	4.90%	35	31	2.98%	0	0	0.00%	289	102	9.81%
American Indian or Alaska Native	4	1	1	25.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	1	1	25.00%
Native Hawaiian or Other Pacific Islander	1	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%
Two or More Races	152	29	7	4.61%	18	9	5.92%	2	2	1.32%	0	0	0.00%	49	12	7.89%
White	1469	141	71	4.83%	93	62	4.22%	51	42	2.86%	1	1	0.07%	286	99	6.74%
Female	1634	125	64	3.92%	62	46	2.82%	23	21	1.29%	0	0	0.00%	210	84	5.14%
Male	1669	284	134	8.03%	169	103	6.17%	79	66	3.95%	1	1	0.06%	533	177	10.61%
Special Education - Summer	287	89	41	14.29%	62	34	11.85%	21	16	5.57%	0	0	0.00%	172	54	18.82%
Economic Disadvantage - Fall	834	222	100	11.99%	111	68	8.15%	39	32	3.84%	1	1	0.12%	373	119	14.27%
Economic Disadvantage - Summer	904	240	107	11.84%	121	75	8.30%	45	38	4.20%	0	0	0.00%	406	131	14.49%
At Risk - Fall	779	274	121	15.53%	156	93	11.94%	68	56	7.19%	1	1	0.13%	499	150	19.26%
Bilingual - Fall	0	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%
ESL - Fall	245	92	37	15.10%	33	19	7.76%	11	10	4.08%	0	0	0.00%	136	39	15.92%
CTE Attendance - Summer	2860	362	175	6.12%	210	138	4.83%	94	79	2.76%	2	2	0.07%	668	235	8.22%
Section 504 - Summer	400	59	32	8.00%	29	20	5.00%	16	14	3.50%	0	0	0.00%	104	40	10.00%

ISS: In-School Suspension
OSS: Out-of-School Suspension
DAEP: Disciplinary Alternative Education Program
JJAEP: Juvenile Justice Alternative Education Program

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

Campuswide Reform Strategies and SMART Goals

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

Goal 1	Ensure that 85% of all students in Algebra 1, Biology, US History, English 1 and English 2 demonstrate at least a year's worth of growth by the end of the 2025-2026 school year.			
Strategies	Professional Development, Collaboration, Peer Review, Supervision			
Actions	**Responsible**	**Timeline**	**Resource(s)**	**Evaluation**
Focus on student growth across multiple types of testing including Beginning of the year, Interim, End of the year, EOC, Campus common assessments, 9 week assessments and semester exams	*Algebra 1, Biology, US History, English 1 & English 2 Teams, along with Dept. Chairs and Campus Admin*	*Weekly - August - May*	*Eduphoria Aware Data, PLC agendas and Data Protocol*	*Weekly review of PLC agendas & minutes including data protocol results*
Use of Wildcat Den period and before/after school tutorials to focus on students who are not growing academically or falling behind	*Algebra 1, Biology, US History, English 1 & English 2 Teams, along with Dept. Chairs and Campus Admin*	*Weekly - August - May*	*Sign-in sheets and access to frontline intervention plans*	*Monthly review of Tutorial Records, Frontline intervention plan review and Wildcat Den records*
Student goal setting and tracking of their own progress in classrooms along with weekly feedback from teachers and goal setting support for students	*Algebra 1, Biology, US History, English 1 & English 2 Teams, along with Dept. Chairs and Campus Admin*	*January - May*	*Goal Setting and tracking electronically in Schoology or through a hard copy that is accessible in teacher classroom*	*Monthly review of student goals and student scores based on teacher gradebook*

Lesson plans and Team collaboration time focused on question 3 and 4 of the PLC framework and evidence of activities and strategies in classroom instruction	*Algebra 1, Biology, US History, English 1 & English 2 Teams, along with Dept. Chairs and Campus Admin*	*Weekly - August - May*	*Lesson Plans in Google Team Drive along with Agenda Templates in Google Drive*	*Weekly review of lesson plans, agendas, norms and post visit feedback from walkthrough data in Eduphoria*
Team collaboration time weekly to discuss data using data protocol and next steps for students	*Algebra 1, Biology, US History, English 1 & English 2 Teams, along with Dept. Chairs and Campus Admin*	*Weekly - August - May*	*Lesson Plans in Google Team Drive along with Agenda Templates & PLC resources in Google Drive*	*Weekly review of lesson plans, agendas, norms and data that is available in Eduphoria*

Goal 2	*Increase the percentage of students reaching meets and masters on the EOC tests for Algebra I (85, 50), English I (85, 40), English II (85, 25), Biology (90, 50), US History (92, 72).*			
Strategies	Collaboration, Master Schedule, Supervision, Communication, Planning, Resources			
Actions	***Responsible***	***Timeline***	***Resource(s)***	***Evaluation***
Focus on enrichment and extension activities both within the school day and outside of the school day	*Algebra 1, Biology, US History, English 1 & English 2 Teams, along with Dept. Chairs and Campus Admin*	*Weekly - August - May*	*Khan Academy, APEX, PSAT and SAT materials*	*Weekly review of lesson plans, agendas, norms and post visit feedback from walkthrough data in Eduphoria*
Focus on bubble students who were close to achieving meets and masters or falling backwards to ensure students continue to move forward	*Algebra 1, Biology, US History, English 1 & English 2 Teams, along with Dept. Chairs and Campus Admin*	*Weekly - August - May*	*Eduphoria Aware Data, PLC agendas and Data Protocol*	*Weekly review of PLC agendas & minutes including data protocol results*
Focus on question 4 in the PLC framework and evidence of activities and strategies in classroom instruction through lesson plan development and review	*Algebra 1, Biology, US History, English 1 & English 2 Teams, along with Dept. Chairs and Campus Admin*	*Weekly - August - May*	*Lesson Plans in Google Team Drive along with Agenda Templates in Google Drive*	*Weekly review of lesson plans, agendas, norms and post visit feedback from walkthrough data in Eduphoria*

Team collaboration time weekly to discuss data using data protocol and next steps for students	*Algebra 1, Biology, US History, English 1 & English 2 Teams, along with Dept. Chairs and Campus Admin*	*Weekly - August - May*	*Lesson Plans in Google Team Drive along with Agenda Templates & PLC resources in Google Drive*	*Weekly review of lesson plans, agendas, norms and data that is available in Eduphoria*
Student goals setting and tracking of their own progress in classrooms along with weekly feedback from teachers and goal setting support for students	*Algebra 1, Biology, US History, English 1 & English 2 Teams, along with Dept. Chairs and Campus Admin*	*January - May*	*Goal Setting and tracking electronically in Schoology or through a hard copy that is accessible in teacher classroom*	*Monthly review of student goals and student scores based on teacher gradebook*

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

Actions	Responsible	Timeline	Resource(s)	Evaluation
Provide Multiple TSI testing dates for students in the fall and spring semester and provide resources and prep time for students prior to testing	*Principal, Associate Principal for Instruction, Lead Counselor & College & Career Counselor*	*September - May*	*Money set aside to set up testing dates and students along with test scores and current CCMR status of students*	*Number of students successful in meeting CCMR measure after each TSI testing opportunity*
Create College Prep Math & ELA courses in the master schedule and intentionally schedule students who need these courses in order to achieve CCMR status	*Principal, Associate Principal for Instruction, Lead Counselor & College & Career Counselor*	*July - September*	*Student scores and CCMR status for current senior students along with letter home explaining purpose for the course selection*	*All students successfully placed in the appropriate course and in the master schedule*

Provide Testing Prep opportunities for students taking PSAT, SAT and TSIA in order to reach the threshold of college readiness for CCMR indicator.	*Principal, Associate Principal for Instruction, Lead Counselor & College & Career Counselor*	*August - May during Wildcat Den 4 days a week. Additionally, one day boot camp in Oct to be contracted with a Test Prep company.*	*Contract with testing Prep company along with workbook for students and previous testing results to be more intentional on student invites*	*Review of the number of students who sign up and participate in the training. Will also follow up after PSAT and SAT dates and see how students who attend training perform on the test.*
Create Wildcat Den classes and assign students who have not met CCMR measure to work on Texas College Bridge in order to achieve CCMR status	*Principal, Associate Principal for Instruction, Lead Counselor & College & Career Counselor*	*July - September*	*Student scores and CCMR status for current senior students along with letter home explaining purpose for the course selection*	*All students successfully placed in the appropriate course and in the master schedule*
Provide Incentives on campus including being able to earn letter jacket if achieving CCMR measure	*Principal, Administrators, Counselors, & Teachers*	*Twice a year during letter jacket ordering*	*Academic Lettering guidelines approved by District*	*Number of students who successfully meet the criteria each year*

Summary of Needs:

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

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

Future Ready Learners:
Specific sessions aligned to this priority are designed to address CTE and CCMR outcomes.

Responsive and Personalized Learning:
Collaborative practices and coaching related to these practices is a focus to support the instructional design process and to ensure collaboration and high quality instruction in each classroom.

Social, Emotional, and Safety Welfare of the Whole Child:
A focus on emotional health and wellness for staff and students continue to advance the culture of campuses through professional learning about the following:
Great Expectations
Emotional Backpack & Wraparound Services

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

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

Campus Staff Development Needs

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

Date of CIT
Approval:

Summary of Needs:

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

Assurances

	Topic	Goals and Compliance
☒	CIP Content and Development	This content and development process of this district improvement plan complies with the requirements of Texas Education Codes Chapters 11 and 39.
☒	Comprehensive Needs Assessment	The Comprehensive Needs Assessment included an analysis of data for all students, student groups by ethnicity, gender, economic disadvantage, at-risk status, and participation in programs for special education, bilingual/ESL, gifted and talented and CTE. Goals and strategies were developed according to determined needs.
☒	Needs of All Students	Through individual student level planning, monitoring and support, the goals of the CIP will be met for all students.
☒	Goals and Strategies	The CIP goals and strategies include responsible staff, resources, timelines, monitoring, and evaluation.
☒	Attendance and Completion	The CIP Comprehensive Needs Assessment included an analysis of campus-relevant data related to student attendance, dropout rates, graduation rates, on-track credit accrual of 9th and 10th grade students, and college readiness.
☒	Transitions	The CIP Comprehensive Needs Assessment included an analysis of any campus-relevant transitions from Early Childhood or home to Pre-Kindergarten or Kindergarten, transitions from 8th grade to 9th grade including counseling on the Foundation High School program and endorsements, transition to college including counseling and information to students and parents about higher education admissions, financial aid opportunities, the TEXAS and Teach for Texas Grant programs, and the need for making informed curriculum choices to be prepared for success beyond high school.
☒	Suicide Prevention	The District will follow the policies of the Tomball ISD Board of Education FFB, DMA, and FFE relating to suicide prevention to reduce and eliminate cases.
☒	Conflict/Violence Prevention and Intervention	The District will follow the policies of the Tomball ISD Board of Education FOC, and FOCA relating to violence prevention and intervention.
☒	Dating Violence Awareness	The District will follow the policies of the Tomball ISD Board of Education FFH relating to dating violence awareness and training.
☒	Bullying Prevention	The District will follow the policies of the Tomball ISD Board of Education FFI, FDB, FFF, FFH, FO, CQA, and FFB relating to the prevention of bullying.
☒	Coordinated Health Program	The District will follow the policies of the Tomball ISD Board of Education FFA and EHAA relating to a coordinated health program.
☒	Child Abuse Prevention and Reporting	The District will follow the policies of the Tomball ISD Board of Education DG, DH, DHB, FFG, FFH, and GRA related to the prevention and reporting of child abuse.
☒	Child Sexual Abuse Prevention	The District will follow the policies of the Tomball ISD Board of Education DG, DH, DHB, FFG, FFH, and GRA related to the prevention and reporting of child abuse.
☒	Drug, Tobacco, Alcohol Prevention	The District will follow the policies of the Tomball ISD Board of Education FNF relating to drug, tobacco, and alcohol prevention to reduce and eliminate use.
☒	State Compensatory Education	The district-wide SCE plan is described in the District Improvement Plan. The comprehensive needs assessment of this DIP included an analysis of student achievement data for at-risk students.
☒	Dyslexia Treatment Program	The District will follow the policies of the Tomball ISD Board of Education EHB, FB, EHBC, and EKB relating to a Dyslexia Treatment Program.
☒	Trauma-Informed Care Policy	The District will follow the policies of the Tomball ISD Board of Education FFBA(LOCAL) in relation to requiring the integration of trauma-informed practices in each school environment.
☒	Duties of District SRO's	The District shall follow the policies of the Tomball ISD Board of Education CKE in relation to the duties of Peace Officers and School Resource Officers. The Board approves the duties of Peace Officers and School Resource Officers through an annual Memorandum of Understanding and those duties are detailed as: 1. Abide by school board policies and shall consult with and coordinate activities through the school principal but shall remain fully responsive to the chain of command of the law enforcement agency in all matters relating to employment and supervision. 2. Encourage individual and small group discussions about law enforcement related matters with students, faculty, and parents. 3. Refrain completely from functioning as a school disciplinarian. The School Resource Officer is not to be involved in the enforcement of disciplinary infractions that do not constitute violations of the law. 4. Confer with the principal to develop plans and strategies to prevent and/or minimize dangerous situations on or near the campus or involving students at school-related activities.

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

Waivers

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

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

This waiver is for staff development in place of student instruction; therefore, the waiver minutes are only applicable to staff development provided instead of student instruction during the school year. Effective with the 2019-2020 school year, the Staff Development Minutes Waiver may not be used prior to the first day of student instruction or after the last day of student instruction. |

District of Innovation

Tomball ISD is an approved Texas Education Agency District of Innovation.   Districts of Innovation may be exempt from state statutes to:
- take greater local control in decision-making about the educational and instructional model for students
- have increased autonomy from state mandates that govern educational programing
- be empowered to innovate and plan differently – to think outside of the box

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

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

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

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