

COLUMBIA-BRAZORIA ISD

District Improvement Plan 2022/2023

Catch the Challenge! Learn for Life!



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COLUMBIA-BRAZORIA ISD

Mission

MISSION

It is the mission of the Columbia-Brazoria Independent School District (CBISD) staff, working collaboratively with students, families, and the CBISD community, to:
Prepare students to become responsible and productive citizens of a global community
Achieve success with integrity by creating a community of lifelong learners
Build students who can collaborate, communicate, and create

BELIEFS

We believe that...

Students come first.

All students are innately curious.

Every student deserves the highest-quality learning experience.

Every student has value and unique potential with varied abilities, gifts, and talents.

A physically and emotionally safe environment encourages learning.

Building relationships makes a positive difference in the lives of our students, staff, and community.

Family, students, staff, and community share the responsibility of student learning.

Nondiscrimination Notice

COLUMBIA-BRAZORIA ISD does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

COLUMBIA-BRAZORIA ISD Site Base

Name	Position
Miller, Candyce	Counselor CHS
Miller, Chris	Assistant Superintendent
Fowler, Samantha	Director of Instructional Services
Kelly, Jennifer	Director Special Programs
Galloway, Hannah	Assistant Principal
Bolton, Roxana	Principal
Thoe, Wendy	Assistant Principal
Mccarthy, Mary	Principal
Harrington, Krista	Coordinator
Kinney, Jeffrey	Principal
Jeffery, William	Principal
Howard, Iris	Assistant Principal
Segovia, Julie	Literacy Coach
Higginbothom, Kristy	Community Member
Jones, Darlene	Teacher
Hogan, Catrina	Homeless Liaison
Tinsley, Brenda	Community Business
Graham, Kate	Behavior Teacher
McCain, Caleb	Assistant Principal
Cohea, Anne	Principal
Liserio, Leah	Assistant Principal
Humbird, Kathy	Assistant Principal
Hammond, Misty	Parent

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

Multi-Year Trends

Demographics Strengths

CBISD has a diverse population that has remained relatively stable over years. Trends indicate an increase in Hispanic student population and increase in English Language learners. CBISD has a growing number of teachers with certification in ESL due to efforts at the district level to require any teachers to obtain certification and to assist any existing core teacher to also obtain certification.

CBISD makes an effort to hire diverse staff as well. The demographics for over all staff is very close to the student population demographics, however, the teachers tend to be of white heritage.

A trend in the district is to hire teachers and teacher assistants as well as other staff from the local area. This is due to the lack of housing to entice outside candidates and familiarity with the population here.

Demographics Weaknesses

CBISD has a growing number of teachers with certification in ESL due to efforts at the district level to require any new core teacher to obtain certification and to assist any existing core teacher to also obtain certification. However, there is a lack of teachers with Bilingual certification, and due to the numbers of students identified as LEP or EL (English Language learner) the district has to apply for a Bilingual waiver in order to service the students through the ESL program. Efforts have been made to recruit Bilingual staff, but due to the lack of housing, distance from major cities and better pay in larger districts for this expertise, CBISD has been unable to add any Bilingual teaching staff. However, an effort to recruit and hire bilingual teacher assistants has resulted in having staff available on each campus who can communicate in Spanish.

Demographics Needs

CBISD needs to obtain a pathway to ensure Bilingual teaching staff can be employed and continue efforts to have staff obtain ESL certification.

CBISD needs to continue to bring in ethnically diverse teachers.

CBISD needs to build a pathway for local interested staff to become teachers in their home district.

Demographics Summary

Comprehensive Needs Assessment

The district has approximately 2800 students. The average socio economic percentage for the district is around 55% with Wild Peach Elementary is close to 70% and West Columbia Elementary is at about 50%. The sub categories of the population are 60% white, 28% Hispanic and 17% Afro American. There is a small % of 2 or more races as well. Teacher demographics is mirroring African American demographics, however, Hispanic is much lower in teachers but looks better with looking at the teacher assistants. CBISD is aware of the diversity needs and has a number of efforts in place to increase diversity among the teaching staff. This include: ESL certification processes, and employment of bilingual staff in teacher support roles.

Student Achievement

Student Achievement Data Sources

ACT/SAT Data
CIRCLE/CLI PreK results
Disaggregated STAAR Data
I-Ready results
TxKEA

Student Achievement Strengths

College and Career rating continue to rise due to the opportunities students have to work within the CTE program for certifications, test with college ready assessments, and military connections. 2022 STAAR Accountability rating for the districts is a B.

Student Achievement Weaknesses

Early literacy growth continues to be a struggle with close to 50% of the student arriving to campuses not ready for their grade level. This has resulted in low 3rd grade STAAR scores in reading.

Writing continues to be a struggle as well, lack of consistency of the implementation of a writing curriculum

English 1 achievement scores are scoring low.

Growing Instructional Leadership Teams in order to increase instruction is a targeted area for growth.

Comprehensive Needs Assessment

Student Achievement Needs

Instructional coaches have provided the support needed in order to grow our Instructional Leadership Teams, Teachers, and increase Student success. The need is to continue to support the Leadership Team with TIL coaching process. In addition the district is in need of ongoing systematic training and coaching in the early literacy years to build a strong foundation for students and provide teachers with a deeper understanding of how to address the multiple areas in reading/ balanced literacy. Ongoing efforts to support English 1 students is needed in order for them to be more successful with the EOC English 1 test.

Student Achievement Summary

Due to ratings of D and F from the school year 18-19, the district is undergoing several efforts to assist principals and teachers growth. TIL Get Better Faster coaching methods are being implemented in alignment with the ESF process. The systematic processes will help the campuses and district to identify levers of need and an action coaching approach process to help teachers "Get Better Faster" through the ongoing observation feedback paired with coaching along with lesson planning training for alignment. Steps have been implemented to increase student achievement through continual improvement in the curriculum resources, enhanced training and other coaching processes from the SIG Grant funds and district instructional coaches. In addition, student achievement is supported in school with family and student support services and afterschool support such as tutorials from CIS and ACE programs.

School Culture and Climate

School Culture and Climate Data Sources

Discipline Referrals
Multi-Year Trends

School Culture and Climate Strengths

CBISD has held parent surveys/forums to solicit feedback about the culture, climate and concerns. Overall, the community feels positive about the district and supports teachers and administration. Each campus conducts surveys on climate and culture periodically and the overall impression is that staff and students feel safe at the schools and appreciate the safety measures taken to improve security. Overall, they feel satisfied with discipline and teacher attention to their child's needs. Due to partnerships with outside agencies, additional mental health services have been provided to district students. CIS provides support through student services, ACE after school and CIS Mental Health is an additional service. District behavior staff have also been added to the elementary and junior high to support the students in need of alterations to their school day due to their high behavioral needs.

Comprehensive Needs Assessment

School Culture and Climate Weaknesses

Through survey data there appears to be isolated areas of bullying that students or parents feel are not being paid attention to. In addition, the incidences of students with more aggressive behavior has increased and more people are aware of incidences occurring at schools.

School Culture and Climate Needs

Behavioral support is an ongoing high need. Mental health support resources are also a high desire. Bullying is an ongoing concern to keep students safe.

School Culture and Climate Summary

Early Childhood campus has been provided for the southern end in order to allow teachers to have collaboration time and students to have a number of teacher and socialization options. CIS has provided a number of additional service to assist with student and family needs as well as mental health issues. Behavioral staff has been put in place to work with students with more aggressive and ongoing behavioral concerns. Counselors and district are seeking resources to keep bullying from occurring. School safety is a high priority and multiple efforts have been put in place to ensure safe environments and campuses.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

The district has implemented Literacy and Math Coaches and a Staff Support Coordinator that are responsible for team meetings, lesson planning alignment, assessments alignment, and assisting staff. In addition, many of these leaders are involved in the Texas Instructional Leadership (TIL) process to sharpen and hone skills as leaders and coaches.

Staff Quality, Recruitment and Retention Weaknesses

Ability to find bilingual teachers is lacking. Special Ed certified teacher are also hard to find. Anticipation of hiring ELAR teacher with READ or Science of Teaching Reading (STR) certification will become a very great problem.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Needs

The district needs to continue to grow leadership and provide paths for skilled teacher leaders to expand their skills and be provided an incentive for extra skills. The district should consider a induction program or series of programs to assist new staff with getting acclimated.

Staff Quality, Recruitment and Retention Summary

CBISD provides a number of incentives to encourage staff to stay and grow with the district. Induction processes should be reviewed for best processes to keep new staff and allow them to feel secure and satisfied. Efforts to recruit future teachers through Grow Your Own Grant will need to be supported after the grant funds expire. The CTE program supports this growth through the Education and Training program. The leadership efforts underway look to be promising practices to encourage staff retention.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

CIRCLE/CLI PreK results
I-Ready results
mCLASS
Multi-Year Trends

Curriculum, Instruction and Assessment Strengths

Survey results revealed that lesson planning at elementary is led by strong subject leaders and require teachers to meet on a regular basis to collaborate and share resources. Instructional Leadership Teams have helped to minimize the disconnect between the curriculum and assessment and instruction and provide a platform for staff to collaborate from. Moving all 2-6 to one campus in the southern end of the district has helped with collaborative planning and training and allows for a clearer understanding of curriculum, instruction and assessment expectations that is more aligned. Utilization of the Instructional Coaches to ensure instructional expectations are aligned and appropriate as well as the curriculum and resources are sound for K-3 ELAR has been beneficial.

Curriculum, Instruction and Assessment Weaknesses

A weaknesses in Curriculum and Instruction process has been addressed and is currently being aligned by working with TIL lesson planning process (scope and sequence,

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Weaknesses (Continued)

TEKS, lesson plans, assessments).

Curriculum, Instruction and Assessment Needs

Continued training for Instructional Leadership Team is an area of need.

Curriculum, Instruction and Assessment Summary

The instructional Leadership Team model is productive and sound with ensuring instruction, curriculum and assessment are aligned. Expanding this process to upper elementary ELAR and to math would be very beneficial. Consolidation of Prek is also extremely helpful for the team and is assisting teachers with collaboration and alignment of teaching and assessments as well as the 2-6 in the southern part of district. Secondary ELAR is also in need of alignment and coaching.

Family and Community Involvement

Family and Community Involvement Strengths

Family engagement activities are provided in multiple ways in the district. In a typical year, PreK and Kindergarten start the year with a Boohoo-Yahoo welcome for parents, they provide open house for the families at all elementary schools to attend and meet staff and have a welcoming educational session in the fall to get started. All campuses open their doors in typical years this year most were done virtually for parental educational opportunities, with a focus on the family at the elementary level. Family engagement is strengthened at the elementary with literacy nights, math nights, STEM nights with activities for all ages and educational events for adults. Literacy focus is strong and individual parent meetings are scheduled face to face or virtually in the lower grades for parents to understand their child's strengths and needs as well as the school year focus. At the secondary multiple extra curricular opportunities are open to families and are very well attended Sports, music and theater all bring in sell out crowds and ag opportunities bring out family support as well. Secondary also provides educational sessions for FAFSA enrollment and help, college readiness and important items for parents and students to be aware of. Survey's generally show that parents feel there is strong family involvement opportunities. In typical years volunteers are always welcomed and provided opportunities to assist the school with their talents. In typical years field trips are always well attended by families as well. Title I meetings are held 2 times a year for families to provide feedback and are paired with other events to ensure maximum participation. All federal programs feedback meetings for program planning are also held at a public events or virtually in order to provide maximum participation.

Family and Community Involvement Weaknesses

Comprehensive Needs Assessment

Even with multiple opportunities for parental feedback, many do not have much to say. There is a larger discussion when it comes to facilities or parking however, when it comes to educational programs it becomes less vocal.

Family and Community Involvement Needs

The district is considering other options for how parents can contribute, utilizing technology, etc.

Family and Community Involvement Summary

There are many district and campus provisions, programs and efforts made to have parents and families involved in the planning, operating and discussion on education of our children. The district and campuses continue to investigate and initiate ways for families to feel comfortable with participating and contributing. There is strong family involvement with events that students are involved in and great efforts are made by campuses to help families attend events. The district is investigating other methods to allow parents to contribute using technology.

School Context and Organization

School Context and Organization Strengths

CBISD reorganized elementary configuration at the southern end of the district to assist with providing support for teachers and allowing for sharing of resources. WPE is an Early Childhood campus for Early Childhood Special Education, all district Pre-k and for south area Kinder and 1st grade. A new wing has been added to the Junior High and 6th grade has moved to the WBJH campus. This will help with fine arts issues as well as allow students more flexibility on classes to prepare for high school and college readiness.

Technology

Technology Strengths

CBISD has enhanced the network capabilities for multiple years to allow for sufficient Wifi availability at the schools. Multiple funding has been provided to purchase

Comprehensive Needs Assessment

Technology Strengths (Continued)

Chromebook carts so that grades K-12 have access in classrooms for students to use 1:1. High School provided opportunities for students to check out a Chromebook for use at home or school. E-rate discounts have been applied each year. Teachers have up to date equipment that is replaced on a maintenance schedule. The district has contracted with two different vendors to provide internet services. The Tech department has a group of talented technicians, however, turn over is relatively high.

Technology Weaknesses

Updating equipment is a challenge as it is quickly out of date. Funding opportunities are constantly being sought in order to keep equipment up to date. Teacher capabilities to utilize new programs and equipment continues to be a challenge.

Technology Needs

Ample funding to stay abreast of new trends and keep qualified staff as well as the ability to upgrade and update efficiently is the greatest need in CBISD. Internet access for students in their home is also a huge challenge as the high levels of poverty.

Technology Summary

Technology use is part of the culture for CBISD. A great amount of resources have been dedicated to keeping it working, up to date and a viable path for teachers to teach and for students to learn. Keeping up to date and ample resources available is the greatest challenge that is constantly reviewed at the district level and a variety of funding streams are utilized. Student home use is the greatest challenge as many families do not have the resources to support home use. Local systems also present a challenge as more power is needed for improved technical systems. However, CBISD has been in the lead for rolling out 1:1 hardware for student use at school.

COLUMBIA-BRAZORIA ISD

Goal 1. (Build a Foundation of Reading and Math) % Students reading on grade level by start of 3rd grade will increase up to 5% each year to reach 70-80% by 2024.

Objective 1. (2020-2024 Goal) The percent of 3rd-grade students reading at or above grade level will increase by 5% each year to reach 80% by 2024.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Elementary campuses will target phonic and phonemic awareness instructional strategies through Reading Horizon. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All,ECD,ESL,SPED,AtRisk,Dys,504,K,1st,2nd) (Strategic Priorities: 2,4) (ESF: 1.2,2.2,3.3,4.1,5.3,5.4)	Core Subject Teachers, Director of Instruction, Director Spec Programs, Instructional Paraprofessionals, Instructional Staff, Instructional/Literacy Coach, Intervention Staff	July-June	(F)Title I-Federal, (F)Title III Bilingual / ESL	Criteria: BOY, MOY, EOY testing, formative assessments, CBA's
2. Coaching by the instructional leadership staff district and campus-based will occur to support the Texas Instructional Leadership lesson planning process. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All,ECD,ESL,SPED,AtRisk,Dys,504,K,1st,2nd,3rd,4th,5th,6th) (Strategic Priorities: 1,2,4) (ESF: 1.2,2.2,3.2,3.3,4.1,5.1,5.2,5.3,5.4)	Core Subject Teachers, Director of Instruction, Instructional Paraprofessionals, Instructional Staff, Instructional/Literacy Coach, Intervention Staff, Intervention Teachers, Principal	August- May	(F)Title I, (S)Consultants Training, (S)Instructional Materials Allot, (S)State Comp Ed Personnel	Criteria: Dibels growth BOY, MOY, EOY, BAS growth BOY, MOY, EOY, CBA & Benchmark Growth
3. Ongoing high-quality TIL training will be provided through District Instructional Coaches and from Campus Administrators to ensure understanding of high leverage strategies and how to teach reading and math. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,ECD,ESL,SPED,AtRisk,K,1st,2nd,3rd) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,2.2,3.1,3.3,4.1,5.1,5.2,5.3,5.4)	Core Subject Teachers, Director of Instruction, Instructional Staff, Lead Teacher, Principal	July- April	(F)Title I, (F)Title II Princ/Tchr Improvement, (S)State & local funding , (S)State Compensatory Ed	Criteria: Attendance at training, implementation of strategies-evidence submitted through TIL coaching evidence

COLUMBIA-BRAZORIA ISD

- Goal 1.** (Build a Foundation of Reading and Math) % Students reading on grade level by start of 3rd grade will increase up to 5% each year to reach 70-80% by 2024.
- Objective 2.** (Kindergarten Literacy Improvement Goal) Percent of Kindergarten students will increase grade-level literacy measurements at the end of the year from 44% in 2021 to 60% in 2024.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Coaching by the District Instructional Coaches and by the Campus Leadership teams will reinforce strategies and best practices in teaching and learning. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF2019: 1,1.1,1.2,2.1,2.2,3.1,3.2,3.3,4.1,5,5.1,5.2,5.3,5.4) (ESF2021: 1,1.1,1.2,2.1,3,3.1,3.2,3.3,3.4,4.1,5,5.1,5.2,5.3,5.4)	Director of Instruction, Instructional Staff, Instructional/Literacy Coach, Lead Teacher, Principal, Teacher(s)	July-June	(F)Title I, (S)State & local funding	Criteria: Instructional Leadership Teams/Coaches documentation, Principal reports

COLUMBIA-BRAZORIA ISD

- Goal 1.** (Build a Foundation of Reading and Math) % Students reading on grade level by start of 3rd grade will increase up to 5% each year to reach 70-80% by 2024.
- Objective 3.** (1st Grade Literacy Improvement Goal) Percent of 1st Grade, students will increase grade-level literacy measurements at the end of the year from 51% in 2021 to 65% in 2024.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Coaching by the District Instructional Coaches and by the Campus Leadership teams will reinforce strategies and best practices in teaching and learning. (Title I SW Elements: 2.2,2.4,2.5) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,2.2,3.1,3.2,3.3,4.1,5,5.1,5.2,5.3,5.4)	Director of Instruction, Instructional Staff, Instructional/Literacy Coach, Lead Teacher, Principal	July-June	(F)Title I-Federal, (S)State & local funding , (S)State Compensatory Ed	Criteria: Instructional Leadership Teams/Coaches documentation, Principal reports

COLUMBIA-BRAZORIA ISD

- Goal 1.** (Build a Foundation of Reading and Math) % Students reading on grade level by start of 3rd grade will increase up to 5% each year to reach 70-80% by 2024.
- Objective 4.** (2nd Grade Literacy Improvement Goal) Percent of 2nd Grade, students will increase grade-level literacy measurements at end of the year from 47% to 65%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Coaching by the District Instructional Coaches and by the Campus Leadership teams will reinforce strategies and best practices in teaching and learning. (Title I SW Elements: 2.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,2.2,3,3.1,3.2,3.3,3.4,4,4.1,5,5.1,5.2,5.3,5.4)	Director of Instruction, Instructional/Literacy Coach, Lead Teacher, Principal	July-June	(F)Title I, (F)Title II Princ/Tchr Improvement, (S)State & local funding	Criteria: Instructional Leadership Teams/Coaches documentation, Principal reports, student and teacher growth measures

COLUMBIA-BRAZORIA ISD

- Goal 1.** (Build a Foundation of Reading and Math) % Students reading on grade level by start of 3rd grade will increase up to 5% each year to reach 70-80% by 2024.
- Objective 5.** (PreKindergarten Readiness) Pre-kindergarten students will increase Rapid Letter Naming and Phonological Awareness to 80% green by EOY CLI CLASS Assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide high quality training to teachers and parents enhance early learning that is developmentally appropriate and calculated to grow students. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Target Group: All,ECD) (Strategic Priorities: 1,2) (ESF: 1,1.1,1.2,2.1,2.2,3.3,3.4,4.1,5,5.1,5.2)	Assistant Superintendent, Director of Instruction, Head Start Collaborative, Instructional Paraprofessionals, Instructional Staff, Instructional/Literacy Coach, Lead Teacher, Principal	July-June	(F)Title II Princ/Tchr Improvement, (S)State & local funding	Criteria: Instructional Leadership Teams/Coaches documentation, Principal reports

COLUMBIA-BRAZORIA ISD

Goal 2. (Improve Low performing Schools) Testing areas below state average will grow 5% annually until scores are at or above the state average.

Objective 1. (3rd-Grade Meets Reading Performance) The percentage of 3rd-grade students that score at meets or above grade level on STAAR Reading will increase from 55% to 65% by June 2024.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Instructional Leadership teams will collaborate to ensure the TEKS, instructional strategies, and assessments are aligned. (Title I SW Elements: 1.1,2.2,2.3,2.4,2.5,2.6,3.2) (Target Group: All,PRE K,K,1st,2nd,3rd,4th,5th,6th,7th,8th,9th,10th,11th,12th) (Strategic Priorities: 1,2,4) (ESF2019: 1,1.2,2.2.1,2.2.3.1,3.2,4.4.1,5.5.1,5.2,5.3,5.4) (ESF2021: 1,4,4.1,5.5.1,5.2,5.3,5.4)	Director of Instruction, District Assessment Coordinator, Instructional Staff, Lead Teacher, Principal	July-June	(F)Federal Funds, (L)Lead4Ward resources, (O)Local Resources	Criteria: Lesson planning, coaching documentation, progress monitoring data, STAAR results

COLUMBIA-BRAZORIA ISD

Goal 2. (Improve Low performing Schools) Testing areas below state average will grow 5% annually until scores are at or above the state average.

Objective 2. (3rd-Grade Meets Math Performance) The percentage of 3rd-grade students that score meets grade level or above on STAAR Math will increase from 43% to 55% by June 2024.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Instructional Leadership teams will collaborate to ensure the TEKS, instructional strategies, and assessments are aligned. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Director of Instruction, District Assessment Coordinator, Instructional Staff, Intervention Staff, Principal	July-June		Criteria: Lesson planning, coaching documentation, progress monitoring data, STAAR results

COLUMBIA-BRAZORIA ISD

Goal 2. (Improve Low performing Schools) Testing areas below state average will grow 5% annually until scores are at or above the state average.

Objective 3. (4th-8th & Algebra I Meets Math Performance) The percentage of students in 4th-8th-grade and Algebra I EOC that score meets grade level or above on STAAR/EOC Math will increase by five percent in each grade level. (4th-grade: 38 to 43%, 5th-grade: 46 to 51%, 6th-grade: 38 to 43%, 7th-grade: 31 to 36, 8th-grade: 36 to 41%, Alg I JH 100%, Algebra I: 34 to 39%)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Instructional Leadership teams will collaborate to ensure the TEKS, instructional strategies, and assessments are aligned. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All,K,1st,2nd,3rd,4th,5th,6th) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,2.2,3.1,3.2,4,4.1,5,5.1,5.2,5.3,5.4)	Director of Instruction, District Assessment Coordinator, Instructional Staff, Lead Teacher, Principal	July-June	(F)Title II Princ/Tchr Improvement - \$10,000	Criteria: Lesson planning, coaching documentation, progress monitoring data, STAAR results

COLUMBIA-BRAZORIA ISD

Goal 2. (Improve Low performing Schools) Testing areas below state average will grow 5% annually until scores are at or above the state average.

Objective 4. (4th-8th & English I & II Meets Reading Performance) The percentage of students in 4th-8th and English I & II EOC that score meets grade level or above on STAAR/EOC Reading will increase by five percent in each grade level. (4th-grade: 45-50%, 5th-grade: 54 to 59%, 6th-grade: 39 to 44%, 7th-grade: 42 to 47%, 8th-grade: 48 to 53%, English I: 42 to 47%, English II: 61 to 66%)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Instructional Leadership teams will collaborate to ensure the TEKS, instructional strategies, and assessments are aligned. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Director of Instruction, District Assessment Coordinator, Instructional Staff, Intervention Staff, Lead Teacher, Principal	July-June		Criteria: Lesson planning, coaching documentation, progress monitoring data, STAAR results

COLUMBIA-BRAZORIA ISD

Goal 2. (Improve Low performing Schools) Testing areas below state average will grow 5% annually until scores are at or above the state average.

Objective 5. (5th, 8th, & Biology Meets Science Performance) The percentage of students in 5th & 8th-grade that score meets grade level or above on STAAR/EOC Science will increase by five percent in each grade level. (5th-grade: 42-47%, Biology: 58 to 63%, 8th-grade: 38 to 43%)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Instructional Leadership teams will collaborate to ensure the TEKS, instructional strategies, and assessments are aligned. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All,5th,8th,9th,10th,11th,12th) (Strategic Priorities: 4) (ESF: 1,1.1,1.2,2.2,3.1,3.2,4,4.1,5,5.1,5.3,5.4)	Assistant Principal(s), Director of Instruction, District Assessment Coordinator, Instructional Staff, Lead Teacher, Principal	July-June	(L)Local Funds	Criteria: Lesson planning, coaching documentation, progress monitoring data, STAAR results

COLUMBIA-BRAZORIA ISD

Goal 2. (Improve Low performing Schools) Testing areas below state average will grow 5% annually until scores are at or above the state average.

Objective 6. (8th & U.S. History Meets Social Studies Performance) The percentage of students in 8th grade that score meets grade level or above on STAAR/EOC Social Studies will increase by five percent in each grade level. (8th-grade: 26 to 31% US Hx 65 to 70%)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Instructional Leadership teams will collaborate to ensure the TEKS, instructional strategies, and assessments are aligned. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Director of Instruction, District Assessment Coordinator, Instructional Staff, Intervention Staff, Lead Teacher, Principal	July-June		Criteria: Lesson planning, coaching documentation, progress monitoring data, STAAR results

COLUMBIA-BRAZORIA ISD

Goal 2. (Improve Low performing Schools) Testing areas below state average will grow 5% annually until scores are at or above the state average.

Objective 7. (3rd-8th-Grade & English I & II Approaches Reading Performance) The percentage of students in 4th-8th-grade & English I & II that score approaches grade level or above on STAAR Reading will increase by five percent in each grade level. (3rd-grade: 77 to 82%, 4th-grade: 72 to 77%, 5th-grade: 80 to 85%, 6th-grade: 62 to 67%, 7th-grade: 68 to 73%, 8th-grade: 78 to 83%, English I: 56 to 61%, English II: 73 to 75%)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Partner with Communities in Schools to provide additional emotional and academic support to students. (Title I SW Elements: 1.1,2.1,2.3,2.5,2.6,3.1) (Target Group: All,ECD,AtRisk,1st,2nd,3rd,4th,5th,6th,7th ,8th,9th,10th,11th,12th) (Strategic Priorities: 2,3,4) (ESF: 3.1,3.3,3.4,5.4)	Assistant Principal(s), Communities In Schools, Counselor(s), Principal	July-June	(S)Communities in Schools - \$60,000, (S)State & local funding , (S)State Compensatory Ed	Criteria: Documentation of partnership
2. Campuses will utilize TIL/Get Better Faster(GBF) resources and training to conduct action coaching in order to increase teacher efficacy and skills to enhance teaching and learning. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,2.2,3.1,3.2,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal(s), Director of Instruction, Instructional Staff, Instructional/Literacy Coach, Lead Teacher, Principal	July-June	(F)Title II Princ/Tchr Improvement, (S)State & local funding	Criteria: Instructional Leadership Teams
3. Instructional Leadership teams will collaborate to ensure the TEKS, instructional strategies, and assessments are aligned. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Director of Instruction, District Assessment Coordinator, Instructional Staff, Instructional/Literacy Coach, Intervention Staff, Lead Teacher, Principal	July- June		Criteria: Lesson planning, coaching documentation, progress monitoring data, STAAR results

COLUMBIA-BRAZORIA ISD

Goal 2. (Improve Low performing Schools) Testing areas below state average will grow 5% annually until scores are at or above the state average.

Objective 8. (3rd-8th-Grade & Algebra I Approaches Math Performance) The percentage of students in 3rd-8th-grade & Algebra I that score approaches grade level or above on STAAR/EOC Math will increase by five percent in each grade level. (3rd-grade: 75 to 80%, 4th-grade: 73 to 78%, 5th-grade: 79 to 84%, 6th-grade: 74 to 79%, 7th-grade: 64 to 69%, 8th-grade: 70 to 75%, JH Alg I 100%, Algebra I: 64 to 69%)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Instructional Leadership teams will collaborate to ensure the TEKS, instructional strategies, and assessments are aligned. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Director of Instruction, District Assessment Coordinator, Instructional Staff, Instructional/Literacy Coach, Intervention Staff, Lead Teacher, Principal	July-June		Criteria: The lesson planning process review, coaching documentation, progress monitoring data, STAAR results
2. Partner with Communities in Schools to provide additional emotional and academic support to students. (Title I SW Elements: 1.1,2.1,2.3,2.5,2.6,3.1) (Target Group: All,ECD,AtRisk,1st,2nd,3rd,4th,5th,6th,7th ,8th,9th,10th,11th,12th) (Strategic Priorities: 2,3,4) (ESF: 3.1,3.3,3.4,5.4)	Assistant Principal(s), Communities In Schools, Counselor(s), Principal	July-June		Criteria: Documentation of Partnership
3. Campuses will utilize TIL/GBF resources and training to conduct action coaching in order to increase teacher efficacy and skills to enhance teaching and learning. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,2.2,3.1,3.2,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal(s), Director of Instruction, Instructional Staff, Instructional/Literacy Coach, Lead Teacher, Principal	July-June		Criteria: Instructional Leadership Team

COLUMBIA-BRAZORIA ISD

Goal 3. (Recruit, support and train teachers and principals) Staff retention will improve by 5%

Objective 1. (Train Leadership skills to support and recruit) Campus and District Administration leadership teams will utilize the TIL/GBF process and conduct observations that promote growth using the TIL/GBF waterfall document and implementing the FOI lesson planning process.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Administrators, district coaches, and campus leadership will utilize the TIL/GBF process and implement coaching strategies to observe and follow up with staff. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: All,PRE K,K,1st,2nd,3rd,4th,5th,6th,7th ,8th,9th,10th,11th,12th) (Strategic Priorities: 1,4) (ESF: 1,1.1,1.2,2.1,2.2,5,5.2)	Assistant Principal(s), Assistant Superintendent, Director of Instruction, District Assessment Coordinator, Instructional/Literacy Coach, Principal	July-June	(F)Title II Princ/Tchr Improvement - \$30,000	Criteria: Observation levels, documentation

COLUMBIA-BRAZORIA ISD

Goal 3. (Recruit, support and train teachers and principals) Staff retention will improve by 5%

Objective 2. (Support to Retain) Elementary campuses will employ "Accelerated Substitutes" to assist critical area teachers to provide support and guidance to the teacher and class.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use of Accelerated substitutes will be utilized to assist teacher and to provide additional support to teachers. (Title I SW Elements: 1.1,2.2,2.5,2.6,3.2) (Target Group: All,AtRisk) (Strategic Priorities: 1,2,4) (ESF: 1,1.2,2,2.2,5,5.4)	Principal	August- May	(F)Title II Princ/Tchr Improvement - \$30,000	Criteria: STAAR scores, Progress monitoring data

COLUMBIA-BRAZORIA ISD

Goal 3. (Recruit, support and train teachers and principals) Staff retention will improve by 5%

Objective 3. (Support to build capacity) Instructional Coaches will teach, model, practice, and coach staff on district/campus approved best practices and curriculum.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Instructional Leadership teams will provide recommendations to aligning the curriculum, lesson plans, and assessments and will assist with the implementation of staff development. (Title I SW Elements: 2.4,2.5,3.2) (Target Group: All,PRE K,K,1st,2nd,3rd,4th,5th,6th,7th ,8th,9th,10th,11th,12th) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,2,2.1,2.2,3,3.1,3.2,3.3,3.4,4,4.1,5,5.1 ,5.2,5.3,5.4)	Director of Instruction, District Assessment Coordinator, Instructional Staff, Instructional/Literacy Coach, Lead Teacher, Principal	July-June	(F)Title I-Federal - \$400,000	Criteria: Instructional leadership team documentation

COLUMBIA-BRAZORIA ISD

Goal 3. (Recruit, support and train teachers and principals) Staff retention will improve by 5%

Objective 4. (Provide incentive to retain and build leadership) Extra duty pay or stipends may be added to staff assuming leadership roles in targeted academic areas.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Stipends may be paid to staff that provide support for areas of academic need. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All,PRE K,K,1st,2nd,3rd,4th,5th,6th,7th,8th,9th,10th,11th,12th) (Strategic Priorities: 4) (ESF: 5,5.1,5.2,5.3,5.4)	Director of Instruction, Director Spec Programs, Superintendent	July-June	(F)Federal Funds, (L)Local Funds	Criteria: Documentation from teachers/principal/Dir of Inst Services/Superintendent/Dir of Special Programs

COLUMBIA-BRAZORIA ISD

Goal 3. (Recruit, support and train teachers and principals) Staff retention will improve by 5%

Objective 5. (Objective 5 - Support to Retain) The district will employ a staff coordinator to mentor and support new teachers throughout the new teacher's first year of teaching.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Support new teachers in order to retain and build teacher capacity. (Title I SW Elements: 1.1) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th,6th,7th ,8th,9th,10th,11th,12th) (Strategic Priorities: 1) (ESF: 2.1)	Campus Mentor, Director of Instruction, Director Spec Programs	July-June	(F)Title II Princ/Tchr Improvement	Criteria: Campus Mentor documentation

COLUMBIA-BRAZORIA ISD

Goal 3. (Recruit, support and train teachers and principals) Staff retention will improve by 5%

Objective 6. (Teacher Recruitment Support) The district received a grant through TCLAS to grow paraprofessional certification and education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district shall support three candidates in becoming certified. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	Assistant Superintendent, Director of Instruction, Director Spec Programs	Oct 2021-Aug 2023	(F)Federal Funds - \$81,000	Criteria: Completion of certification/education program. 09/16/21 - Pending

COLUMBIA-BRAZORIA ISD

Goal 4. (Connect high school to career and college ready) Increase district opportunities to career paths and college readiness through testing and CTE.

Objective 1. (Career Path Growth-Educational) The district will increase the support to grow the Educational Career path.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Using GYO grant funds, the High School will grow the Educational CTE program. (Target Group: 8th,9th,10th,11th,12th) (Strategic Priorities: 1,3) (ESF: 2,2.1)	Assistant Principal(s), Assistant Superintendent, Counselor(s), Principal, Teacher(s)	July-May	(F)Perkins-CTE, (S)Texas Education Agency	Criteria: Student enrollment in practicum education course

COLUMBIA-BRAZORIA ISD

Goal 4. (Connect high school to career and college ready) Increase district opportunities to career paths and college readiness through testing and CTE.

Objective 2. (Career Path Growth-Petrochemical) The district will increase support to grow the Petrochemical Career Path.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district and High School will partner with Brazosport Community College to increase career opportunities in the Petrochemical fields. (Target Group: All,8th,9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 4,4.1)	Assistant Superintendent, College Counselor, Counselor(s), CTE , Department Heads, Principal, Superintendent, Teacher(s)	July- June	(F)Perkins-CTE, (S)State & local funding	Criteria: increase of student enrollment

COLUMBIA-BRAZORIA ISD

Goal 4. (Connect high school to career and college ready) Increase district opportunities to career paths and college readiness through testing and CTE.

Objective 3. (Objective 3 - SAT/TSI Testing) The district will provide on campus opportunities for high school students to take the TSI/SAT on campus. District will cover the cost for students taking the test 1 time.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CHS will offer on-campus testing opportunities for TSI/SAT free of charge. (Target Group: All, 11th, 12th) (Strategic Priorities: 3) (ESF: 3,3.3)	Principal	Aug-May	(L)College and Career Readiness Standards, (L)College Board Resources, (S)CTE funds	Criteria: number of students tested

COLUMBIA-BRAZORIA ISD

Goal 4. (Connect high school to career and college ready) Increase district opportunities to career paths and college readiness through testing and CTE.

Objective 4. (Objective 4 - Dual Credit Opportunities) CBISD will cover pay for all qualified CHS students to take two courses per semester from Brazosport College.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CHS is will partner with Brazosport College to provide dual credit opportunities in academic and technical subjects free of charge. (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 3,3.1,3.3,4,4.1)	Assistant Principal(s), Assistant Superintendent, Counselor(s), Principal	Aug-May	(F)Perkins-CTE, (L)College and Career Readiness Standards, (L)College Board Resources, (S)CTE funds	Criteria: Student enrollment and achievement

COLUMBIA-BRAZORIA ISD

Goal 5. (Build strong family engagement opportunities) Provide at least one opportunity for families to interact in a meaningful way with their child's educational and learning experience.

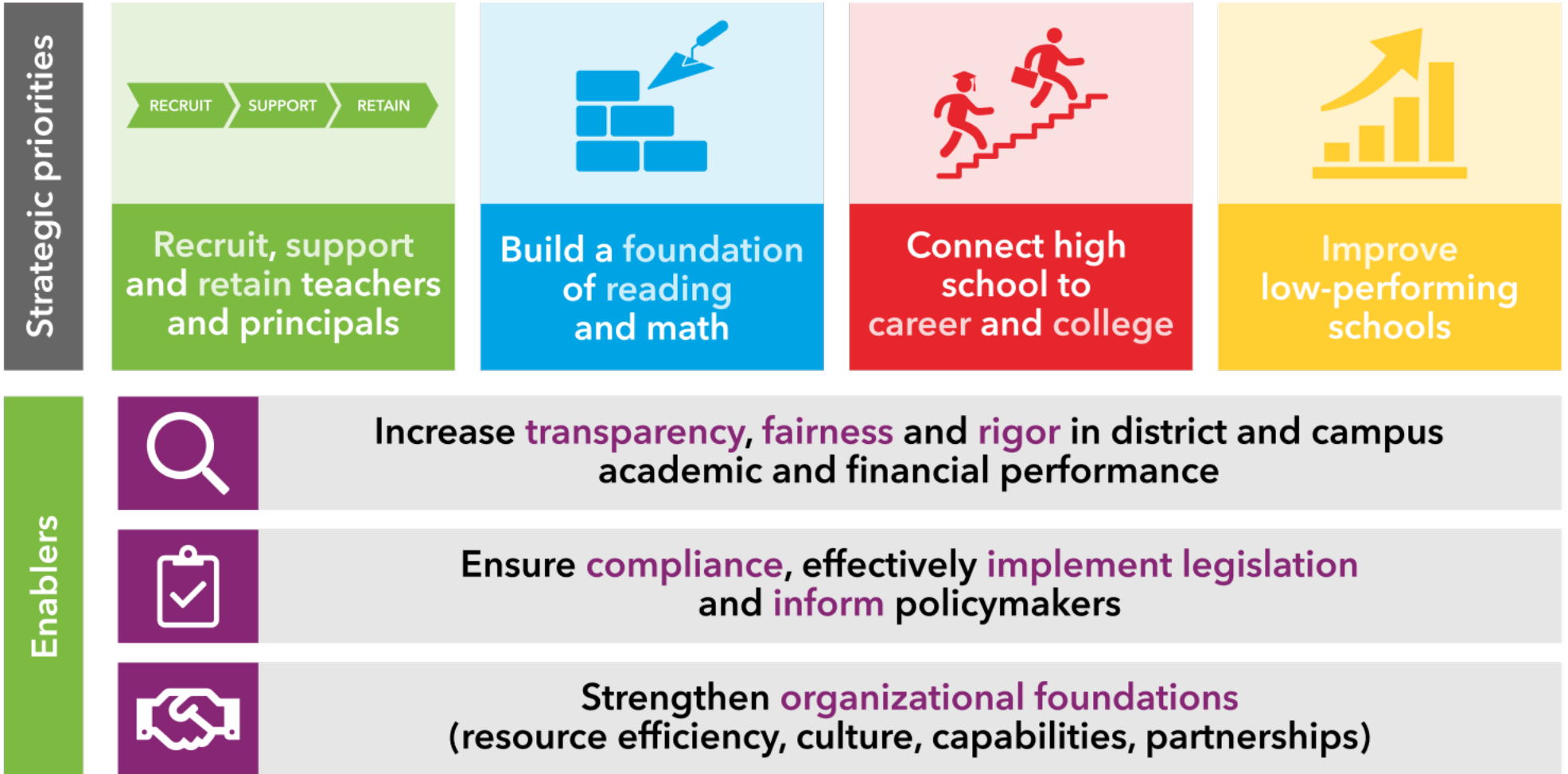
Objective 1. (Campus Outreach Activities) Campuses will provide family engagement events to highlight resources available to parents.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Title 1 Campuses will hold 2 events to secure feedback on services for students, family engagement policy, student-family-teacher compact, comprehensive needs assessment, and to highlight literacy focus. (Title I SW Elements: 1.1,2.1,2.3,3.1,3.2) (Target Group: All,ECD,PRE K,K,1st,2nd,3rd,4th,5th,6th) (ESF: 1.1,1.2,2.1,3.1,3.4)</p>	<p>Assistant Principal(s), Director of Instruction, Homeless/Parent Liaison, Instructional Staff, Instructional/Literacy Coach, Parent, Family, Engagement Coordinator, Principal</p>	<p>July-June</p>	<p>(F)Title I-Federal, (S)State & local funding</p>	<p>Criteria: Campus communication of family feedback, # participants</p>
<p>2. Secondary campuses will provide multiple opportunities for families to be aware of career and college resources and programs. (Target Group: 6th,7th ,8th,9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 3.4)</p>	<p>Assistant Principal(s), Assistant Superintendent, College Counselor, Communities In Schools, Counselor(s), Director of Instruction, Parent, Family, Engagement Coordinator, Principal</p>	<p>July- June</p>	<p>(F)Perkins-CTE, (L)College and Career Readiness Standards, (L)College Board Resources, (S)Communities in Schools, (S)CTE funds , (S)State & local funding</p>	<p>Criteria: event documentation</p>

Resources

Resource	Source
Federal Funds	Federal
IDEA (Sped)	Federal
Title I-Federal	Federal
Title II Princ/Tchr Improvement	Federal
Title III Bilingual / ESL	Federal
Title IV Safe and Drug Free	Federal
ARD Committee	Local
DEIC Committee	Local
DMAC Data Analysis Software	Local
EduHeros	Local
Lead4Ward resources	Local
Local Funds	Local
Skyward	Local
Thinking Maps	Local
TRS curriculum resources	Local
Local Resources	Other
Technology allocations	Other
Communities in Schools	State
Consultants	State
ESL	State
GT	State
Instructional Materials Allot	State
Region 4 ESC	State
State & local funding	State
State Comp Ed	State
State Comp Ed Personnel	State

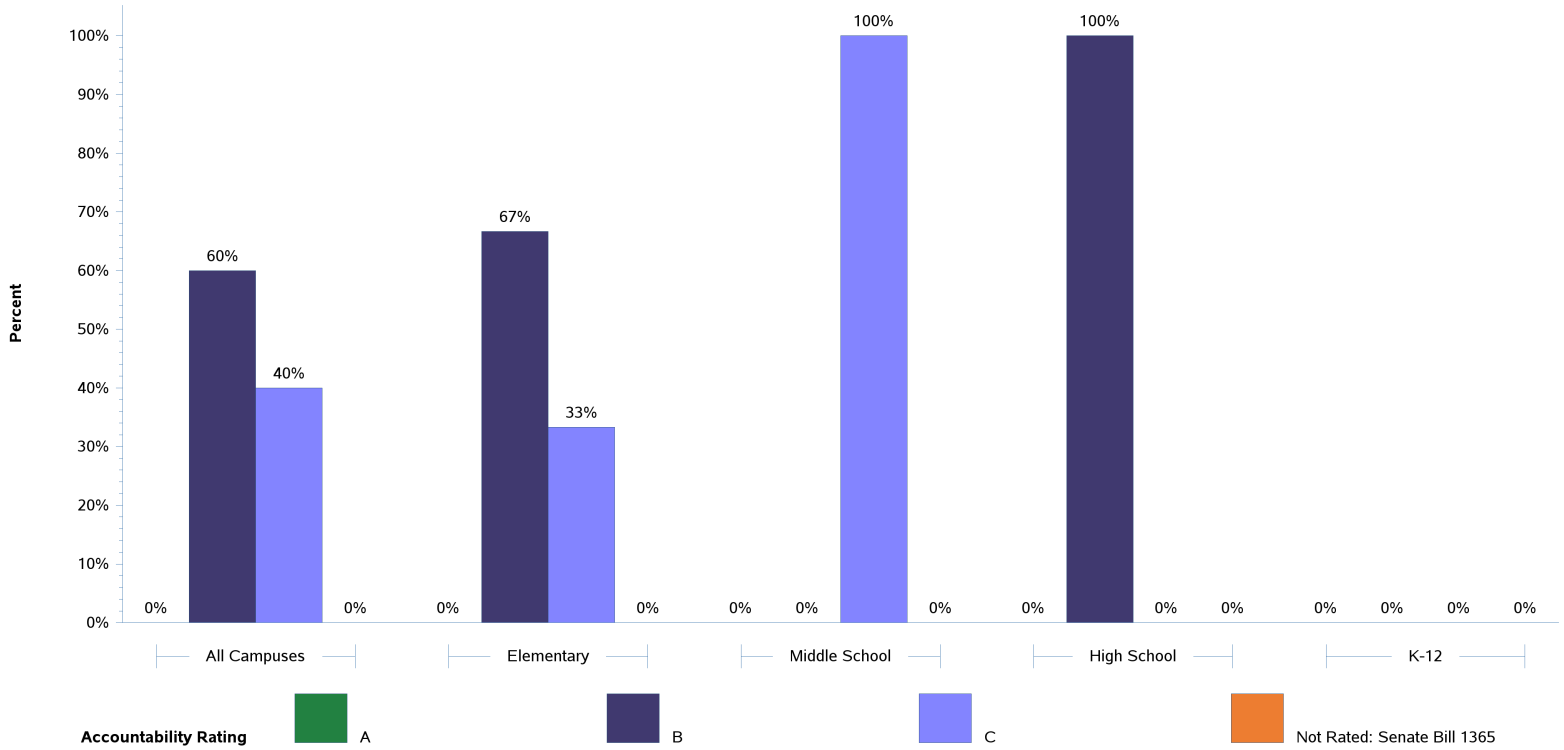
Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*

Texas Education Agency
2022 District Summary
COLUMBIA-BRAZORIA ISD (020907) - BRAZORIA COUNTY

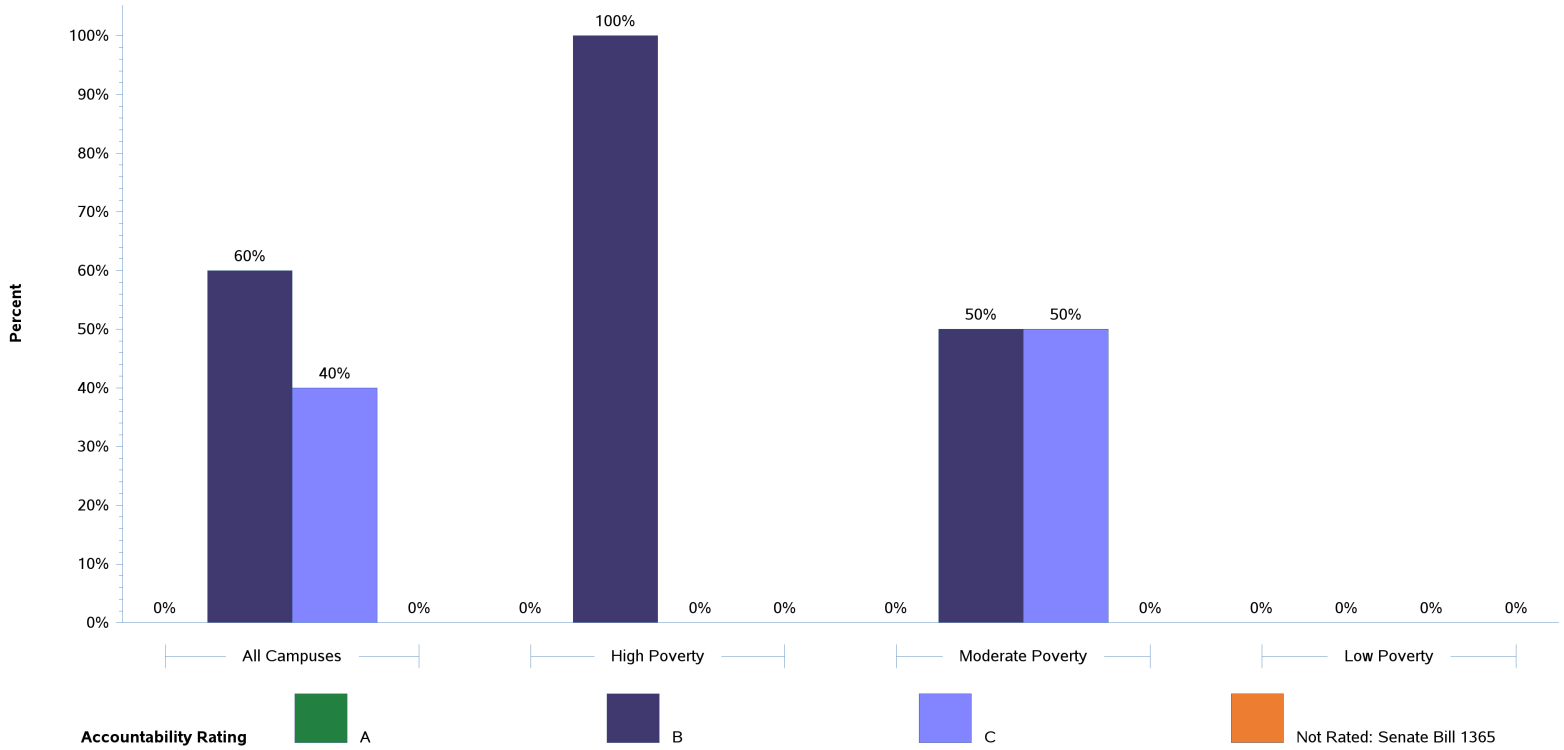
Campus Ratings by School Type



Accountability Rating	All Campuses		School Type						
	Count	Percent	Elementary	Middle School	High School	K-12			
A	0	0.0%	0	0.0%	0	0.0%	0		
B	3	60.0%	2	66.7%	0	0.0%	1	100.0%	0
C	2	40.0%	1	33.3%	1	100.0%	0	0.0%	0
Not Rated: Senate Bill 1365	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
A - C or SB1365 Total	5	100.0%	3	100.0%	1	100.0%	1	100.0%	0
Not Rated	0		0		0		0		0
Total	5		3		1		1		0

Texas Education Agency
2022 District Summary
COLUMBIA-BRAZORIA ISD (020907) - BRAZORIA COUNTY

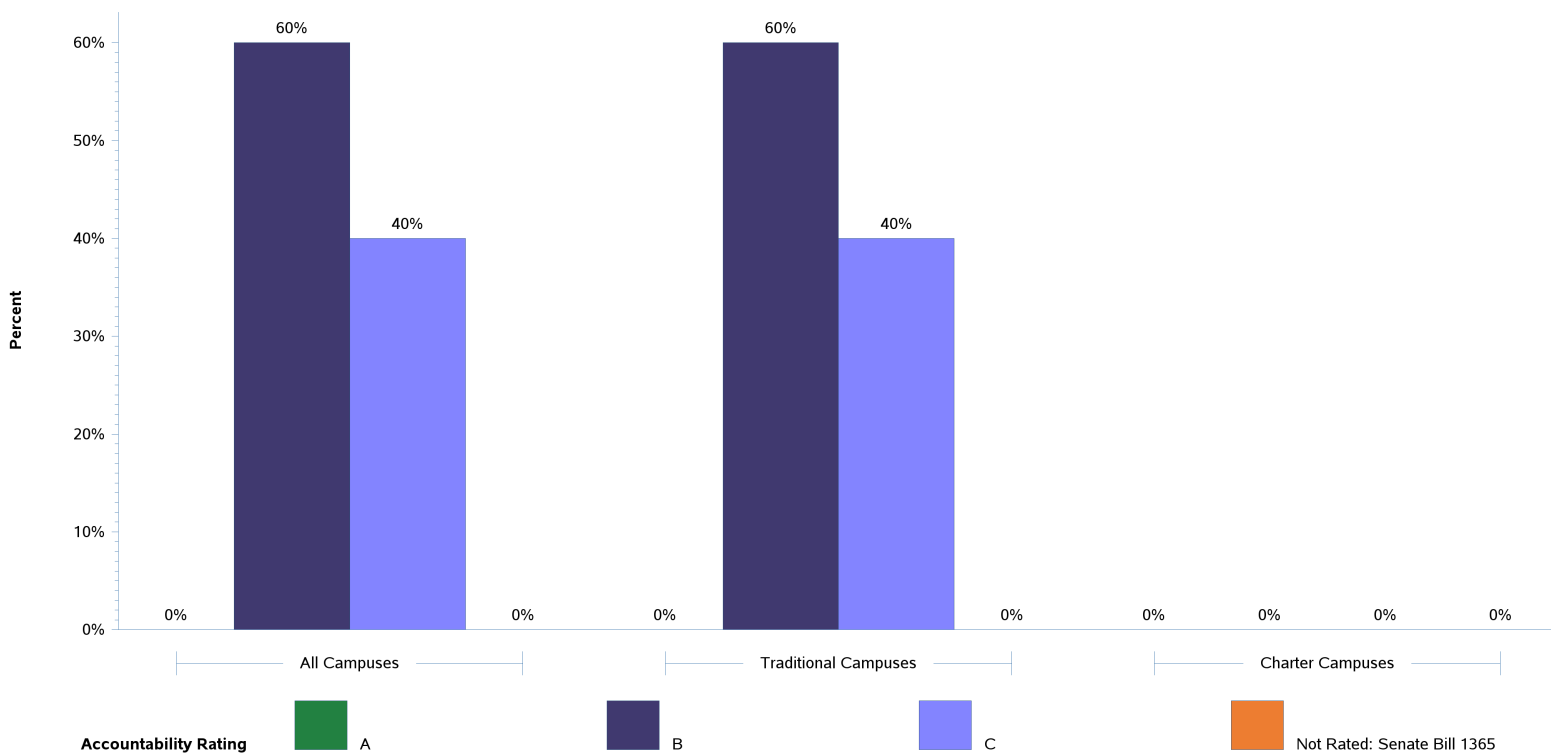
Campus Ratings by Poverty Level



Accountability Rating	All Campuses		Poverty Level				
	Count	Percent	High Poverty		Moderate Poverty		Low Poverty
A	0	0.0%	0	0.0%	0	0.0%	0
B	3	60.0%	1	100.0%	2	50.0%	0
C	2	40.0%	0	0.0%	2	50.0%	0
Not Rated: Senate Bill 1365	0	0.0%	0	0.0%	0	0.0%	0
A - C or SB1365 Total	5	100.0%	1	100.0%	4	100.0%	0
Not Rated	0		0		0		0
Total	5		1		4		0

Texas Education Agency
2022 District Summary
COLUMBIA-BRAZORIA ISD (020907) - BRAZORIA COUNTY

Traditional and Charter Campus Ratings



Accountability Rating	All Campuses		School Type		
	Count	Percent	Traditional Campuses	Charter Campuses	
A	0	0.0%	0	0.0%	0
B	3	60.0%	3	60.0%	0
C	2	40.0%	2	40.0%	0
Not Rated: Senate Bill 1365	0	0.0%	0	0.0%	0
A - C or SB1365 Total	5	100.0%	5	100.0%	0
Not Rated	0		0		0
Total	5		5		0

Texas Education Agency
2022 District Summary
COLUMBIA-BRAZORIA ISD (020907) - BRAZORIA COUNTY

Campus Distinction Designations

Distinctions	Number	Percent of Total Evaluated
Not Earned	4	80.0%
Total Earned	1	20.0%
Total Evaluated	5	100.0%
Totals	5	100.0%

Number of Distinctions Earned	Number of Campus Distinctions Evaluated								Number	Percent of Total Evaluated	
	7	6	5	4	3	2	1	0			
7	0	0	0	0	0	0	0	0	0	0	
6	0	0	0	0	0	0	0	0	0	0	
5	0	0	0	0	0	0	0	0	0	0	
4	0	0	0	0	0	0	0	0	0	0	
3	0	0	0	0	0	0	0	0	0	0	
2	0	1	0	0	0	0	0	0	0	1	20.0%
1	0	0	0	0	0	0	0	0	0	0	
0	2	1	0	0	0	0	0	0	1	4	80.0%
Totals	2	2	0	0	0	0	0	0	1	5	100.0%

Texas Education Agency
2022 District Summary
COLUMBIA-BRAZORIA ISD (020907) - BRAZORIA COUNTY

Overall Rating by Domain Rating

Campus																
Accountability Rating	Student Achievement					School Progress					Closing The Gaps					Total Count
	A	B	C	Not Rated	Not Rated: Senate Bill 1365	A	B	C	Not Rated	Not Rated: Senate Bill 1365	A	B	C	Not Rated	Not Rated: Senate Bill 1365	
A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B	0	1	1	1	0	0	2	0	1	0	0	0	2	1	0	3
C	0	0	2	0	0	0	0	2	0	0	0	0	1	0	1	2
Not Rated: Senate Bill 1365	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Not Rated	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	0	1	3	1	0	0	2	2	1	0	0	0	3	1	1	5

Texas Education Agency
2022 District Summary
COLUMBIA-BRAZORIA ISD (020907) - BRAZORIA COUNTY

Identification of Schools for Improvement

2022 Identification of Schools for Improvement	Number	Percent
Campus is NOT identified for Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support.	2	40.0%
Campuses identified for Comprehensive Support and Improvement in 2021 and Comprehensive progress in 2022.	1	20.0%
Campuses identified for Targeted Support and Improvement in 2022.	2	40.0%
Totals	5	100.0%

Texas Education Agency
2022 District Summary
COLUMBIA-BRAZORIA ISD (020907) - BRAZORIA COUNTY

Campus Accountability Rating List

District / Campus Name	School	Grades	Eco Dis	Overall		Student Achievement		Academic Growth		Closing the Gaps		School Improvement
	Type	Served		Rating	Score	Rating	Score	Rating	Score	Rating	Score	
COLUMBIA-BRAZORIA ISD	All Campuses		62.5%	B	84	B	85	B	87	C	77	
COLUMBIA H S	High School	09 - 12	57.7%	B	82	B	84	B	82	C	77	
WEST BRAZOS J H	Middle School	06 - 08	61.2%	C	76	C	75	C	79	Not Rated: Senate Bill 1365	68	Tgt Supp
WEST COLUMBIA EL	Elementary	KG - 05	55.3%	C	78	C	77	C	77	C	79	Tgt Supp
WILD PEACH EL	Elementary	EE - 01	81.1%	B	84	Not Rated		Not Rated		Not Rated		
BARROW EL	Elementary	02 - 05	74.0%	B	85	C	76	B	88	C	77	Comp Progress

Texas Education Agency
2022 A-F Accountability Listing
COLUMBIA-BRAZORIA ISD (020907) - BRAZORIA COUNTY

District / Campus Name	School Type	Grades Served	Overall			Student Achievement		School Progress				Closing the Gaps		AEA Bonus			
								Rating	Score	Rating	Score	Rating	Score	Rating	Score	Support Label	Graduation Plan
COLUMBIA-BRAZORIA ISD			2,911	No	62.5%	B	84	B	85	C	79	B	87	C	77		
BARROW EL	Elementary	02 - 05	388	No	74.0%	B	85	C	76	B	88	B	82	C	77	Comp Progress	
WEST COLUMBIA EL	Elementary	KG - 05	683	No	55.3%	C	78	C	77	C	75	C	77	C	79	Tgt Supp	
WILD PEACH EL	Elementary	EE - 01	281	No	81.1%	B	84	N/R		N/R		N/R		N/R			
WEST BRAZOS J H	Middle School	06 - 08	712	No	61.2%	C	76	C	75	NR: SB 1365	69	C	79	NR: SB 1365	68	Tgt Supp	
COLUMBIA H S	High School	09 - 12	847	No	57.7%	B	82	B	84	C	79	B	82	C	77		

TEA | School Programs | Assessment and Reporting | Performance Reporting

August 2022