

BARROW EL

Campus Improvement Plan 2023/2024

#WeAreBarrow



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BARROW EL

Mission

Barrow Elementary will build the foundation for our students to become productive citizens and life-long learners.

Goals

Our learners will develop:

Higher level thinking skills and creativity

Self-motivation

Problem solving skills

Goal setting and organization skills

Pride in achievements, self school and community.

Staff will support students to:

Perform academically at high standards.

Develop self-discipline and responsibility toward working and respecting themselves, rights of others and their differences.

Nondiscrimination Notice

BARROW EL 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.

BARROW EL

Vision

At Barrow Elementary, we believe it is our moral obligation to meet the physical and emotional needs of each student while maintaining high expectations for all.

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BARROW EL Site Base

Name	Position
Cohea, Anne	Principal
Galloway, Hannah	Assistant Principal
Glover, Carrie	Counselor
Breux, Mandi	Special Education Behavior Interventionist
Heble, Holly	Math Coach
Segovia, Julie	ELAR Coach
Longbotham, Tamara	Parent

BARROW EL

Goal 1. (Safety and Security) Provide learning environments that are safe, positive and conducive to learning.

Objective 1. (Community Outreach) Relationships with the community and outside agencies will increase to assist with establishing a positive school climate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Encourage outside agencies to participate and attend Literacy nights, parent involvement activities, ACE events, CIS events, Veterans programs, Title I meetings in order to provide parents and families with information and assistance. (Title I SW Elements: 1.1,2.1,2.3,2.6,3.1) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 3,3.3,3.4,5.4)	Assistant Principal(s), Communities In Schools, Instructional Staff, Principal	August- May	(S)Communities in Schools - \$18,000	Criteria: Feedback from participants.

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Goal 1. (Safety and Security) Provide learning environments that are safe, positive and conducive to learning.

Objective 2. (Behavioral Supports) Staff, students and parents will know behavioral expectations and feel supported through training and practice, leading to a decrease in behavior incidents.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teach behavioral expectations across the school through our site-based PBIS committee. Conduct de-escalation strategies and CPI training. (Title I SW Elements: 1.1,2.1,2.6) (Target Group: SPED,AtRisk,504) (Strategic Priorities: 1) (ESF: 1,1.2,3,3.2,3.3,5,5.2)	Assistant Principal(s), Counselor(s), Instructional Paraprofessionals, Instructional Staff, Intervention Teachers, Principal	August -October	(F)Title IV Safe and Drug Free - \$500	Criteria: Data on incidences

BARROW EL

Goal 1. (Safety and Security) Provide learning environments that are safe, positive and conducive to learning.

Objective 3. (Campus Crisis Training) Staff, students and parents will be safe and feel secure on campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct safety reviews based on data from response time for drills, surveys, etc. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.6) (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.2)	Assistant Principal(s), Climate Committee, Principal	August- May	(S)State & local funding	
2. Hold regular drills in order to ensure understanding by staff, students and parents of the processes to be conducted during an emergency. (Title I SW Elements: 1.1,2.2) (Strategic Priorities: 1) (ESF: 1,1.1,1.2,3,3.3,3.4)	Assistant Principal(s), Counselor(s), Principal	August 2023- May 2024		Criteria: Drill feedback

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Goal 2. (Student Achievement) Barrow will meet the targets of 75/50/20 in reading and math and work towards designated achievement in both subject areas.

Objective 1. (Commissioner Focus: Build a Foundation of Reading and Math) Percentage of students reading on grade level by start of 3rd grade will increase up to 5% each year to reach 70-80% by 2025.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will work with the instructional coaches to build capacity in instructional areas and provide support to ELAR and math staff with the new curriculum and with sound instructional practices. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,2nd,3rd,4th,5th) (Strategic Priorities: 2,4) (ESF: 1,1.2,2.2,2.4,4.1,5.5.1,5.2,5.3,5.4)	Assistant Principal(s), Core Subject Teachers, Instructional/Literacy Coach, Principal	August- May	(F)Federal Funds - \$75,000, (F)Title I - \$145,000	Criteria: Early literacy data
2. Teachers will participate in weekly planning meetings. Teachers will annotate and internalize Lesson plan. Teachers will receive feedback and coaching. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Strategic Priorities: 1,2) (ESF: 1,1.1,1.2,2.2,2.5,5.1,5.2)	Assistant Principal(s), Principal	August 2023-May 2024	(F)Federal Funds - \$7,000	Criteria: Lesson plans 11/17/23 - Pending

BARROW EL

Goal 2. (Student Achievement) Barrow will meet the targets of 75/50/20 in reading and math and work towards designated achievement in both subject areas.

Objective 2. (School Improvement Goal) Testing areas will show growth throughout the year to meet the 75/50/20 standard or other as adjusted in the TIP.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. At 9 weeks, review BOY data. Revise as needed to address concerns. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.3)	Assistant Principal(s), Campus Testing Coordinator(s), Core Subject Teachers, Counselor(s), Principal	October- January	(L)DMAC Data Analysis Software , (L)Local Funds	Criteria: CCU's ECCU's trends
2. At semester, review growth on MOY testing and on Interims and on module assessments. (Title I SW Elements: 2.2,2.4,2.5,2.6) (Target Group: All,ECD,ESL,EB,SPED,AtRisk,Dys,504) (Strategic Priorities: 1,2,4) (ESF: 1,1.2,3,3.3,4,4.1,5,5.1,5.3,5.4)	Assistant Principal(s), Campus Testing Coordinator(s), Core Subject Teachers, Counselor(s), Dyslexia specialist, ESL staff, Intervention Staff, Intervention Teachers, Principal, Response to Intervention Team, Special Ed Teachers	January- February	(L)DMAC Data Analysis Software , (L)Local Funds	Criteria: Data analysis
3. Monitor teaching strategies weekly and alignment with lesson plans. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,5,5.1,5.2,5.3)	Assistant Principal(s), Principal	October- May		Criteria: Monitoring logs, sound instruction
4. Provide clearly defined expectations to staff and students through protocols, defined roles, practices and expectations. (Title I SW Elements: 1.1,2.2) (Strategic Priorities: 4) (ESF: 1,1.1,1.2)	Assistant Principal(s), Counselor(s), Principal	August- May		Criteria: Manuals, roles and responsibilities information

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Goal 2. (Student Achievement) Barrow will meet the targets of 75/50/20 in reading and math and work towards designated achievement in both subject areas.

Objective 3. (High Quality Curriculum) Curriculum and Assessments will be aligned to the TEKS with a year long scope and sequence.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct training and PLC's to ensure staff know TEKS and highest leverage strategies for teaching and learning, appropriate intervention activities, specific data on student growth. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,2,2.2,4,4.1,5,5.1,5.3)	Assistant Principal(s), Instructional/Literacy Coach, Intervention Teachers, Lead Teacher, Principal	August -May	(F)Title II Princ/Tchr Improvement - \$2,000	Criteria: PLC agenda's, Walk through data
2. Enhance instruction with additional resources that are research based and are aligned to lesson plan, ELPS, and TEKS. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All,EB) (Strategic Priorities: 2,4) (ESF: 1,1.2,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal(s), Assistant Superintendent, Intervention Teachers, Principal	Aug- May	(F)Federal Funds - \$7,000, (F)Title I-Federal - \$2,000, (F)Title III Bilingual / ESL - \$500	Criteria: Analysis of resources and materials.
3. Require core academic teachers to obtain the supplemental ESL certification. (Target Group: ESL,EB)	Assistant Principal(s), Director of Human Resources and Public Relations, Instructional Staff, Principal	May	(F)Title II Princ/Tchr Improvement - \$2,000, (F)Title III Bilingual / ESL - \$500	Criteria: Number of ESL certified teachers at year end.

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Goal 2. (Student Achievement) Barrow will meet the targets of 75/50/20 in reading and math and work towards designated achievement in both subject areas.

Objective 4. (Effective Instruction) Instructional leadership team will provide Get Better Faster Training to instructional staff, align lesson plan formats, and use formative assessment to guide instruction. PD will be embedded into the PLCs all throughout the year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use TIL process monthly to ensure teachers are utilizing at least one high lever strategies to enhance learning. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,2.2,5,5.2,5.4)	Assistant Principal(s), Instructional/Literacy Coach, Intervention Teachers, Lead Teacher, Principal	August- May	(F)Title I-Federal - \$145,000, (F)Title II Princ/Tchr Improvement - \$2,000	Criteria: TIL growth information

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Goal 3. (Student Growth) Barrow will increase Student Growth (Domain 2) by reaching a raw score of 80.

Objective 1. (Continuous Growth) Students will achieve up to 5% Progress Measure gain each year to achieve an 80% overall by 2025.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. By EOY 2023-2024, 75% of students will perform at or above RIT norm on the NWEA MAP reading assessment (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,1.2,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal(s), Core Subject Teachers, Dyslexia specialist, ESL staff, Instructional Paraprofessionals, Intervention Staff, Lead Teacher, Principal, Related Service Personnel, Response to Intervention Team, Sped staff	August -May	(F)IDEA (Sped) - \$50,000, (F)Title I - \$75,000, (L)DMAC Data Analysis Software , (S)State Comp Ed Personnel - \$50,000	Criteria: assessment results

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Goal 4. (Closing the Achievement Gap) Barrow will close the achievement gap to ensure that all students reach their full academic potential.

Objective 1. (Parent Engagement) We will provide opportunities for parents to engage in their children's education and partner with the school to support student success in all areas.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Parent Engagement Meetings will be held each semester. Parents will be provided information on their child's growth, will be given practical strategies and resources for helping their child at home, and will set goals for their students' growth in reading and math. (Title I SW Elements: 2.1,2.3,3.1,3.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Assistant Principal(s), Department Heads, Instructional Staff, Principal, Teacher(s)	Fall and Spring semester	(F)Title I-Federal - \$2,000, (F)Title III Bilingual / ESL - \$500	Criteria: Meeting information and attendance
2. Communities In Schools and ACE will be provide academic reinforcement in order to assist with student success. (Title I SW Elements: 1.1,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.3,3.4,5,5.4)	Assistant Principal(s), Assistant Superintendent, Communities In Schools, Counselor(s), Principal	August- May	(S)Communities in Schools - \$20,000	Criteria: Number of students enrolled

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Goal 5. (Culture and Climate) Barrow will achieve a positive culture built on high expectations and positive relationships.

Objective 1. (Commissioner Focus: Recruit, support and train teachers and principals) Staff perceptions of the school climate will improve.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monthly one staff member is recognized for exemplifying excellence in their work. (Title I SW Elements: 1.1) (Strategic Priorities: 1) (ESF: 1,1.1,3,3.1)	Assistant Principal(s), Instructional Paraprofessionals, Instructional Staff, Principal	Monthly, Nov - May	(L)Local Funds	Criteria: Colleague nominations for monthly award recipients.

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Goal 5. (Culture and Climate) Barrow will achieve a positive culture built on high expectations and positive relationships.

Objective 2. (Culture of Excellence) Build a positive culture that is propelled by high expectations and relationships.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students and staff will be greeted as they enter the classrooms. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.1,3.2)	Assistant Principal(s), Counselor(s), Instructional Paraprofessionals, Instructional Staff, Principal	Aug -May		

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

Community Demographics

Demographics Summary

Strengths: Barrow has moved forward with accountability with an overall rating of a "B" in the 2021-2022 school year. We will continue to work on growth to sustain the "B" and work to maintain that we the new TEA rating system.

Weaknesses: Barrow is adopting new RLA and Math curriculum. The new curriculum comes as we just started to build momentum in some content and grade level areas. Areas of concern are Student Achievement and Closing the Gap. There is also a focus on 3rd grade math.

Needs: In person training on new HQIM curriculum.

Summary: BE has a diverse student population. We have approximately 378 students. Of that total population, 7% are African American, 34% are Hispanic, 56% are White, and 2% are two or more races. We have 8.5% GT, 11% LEP, 38% ESL, and 26% SPED.

We are 76% Economically Disadvantaged.

According to our 21-22 TAPR our teaching staff is 78% White, 15% Hispanic and 7.5% African American. 96% of our staff hold Bachelor's Degrees while 4% have Master's Degrees.

Meeting the needs of all our students in minority populations, as well as those who are Economically Disadvantaged, to make adequate progress and close the achievement gap, is our greatest challenge. Through the use of family engagement strategies, parent training, RTI Intervention, systematic and aligned instruction and assessment, and creating a culture of high expectations and accountability, we hope to see continued gains this year.

Student Achievement

Student Achievement Data Sources

AR
CLASS results

Comprehensive Needs Assessment

Student Achievement Data Sources (Continued)

Disaggregated STAAR Data
Discipline Referrals
Epic
Eureka Math
ST Math
TELPAS results

Student Achievement Strengths

All teachers in Second, Third and those that provide intervention have completed Reading Academy.

This school year, all teachers in Fourth and Fifth grade are currently enrolled in the Reading Academy.

Additional time for Eureka Math and Amplify was built into the Master Schedule.

English Language Learner receive K12 Summit instruction each Friday.

45 minute intervention block is built into the Master Schedule.

Use of Reading by Design to provide Dyslexia intervention to identified students.

Use of System 44 intervention provided to identified students.

Student Achievement Weaknesses

Students struggle to retain information for long term.

Second grade students scored in the 49th percentile on the BOY Math NWEA MAPS norm referenced test.

Second grade students scored in in the 37th percentile on the BOY Reading NWEA MAPS norm referenced test.

Third grade students scored in the 52nd percentile on the BOY Math NWEA MAPS norm referenced test.

Third grade students scored in the 61st percentile on the BOY Reading NWEA MAPS norm referenced test.

Fourth grade students scored in the 45th percentile on the BOY Math NWEA MAPS norm referenced test.

Comprehensive Needs Assessment

Student Achievement Weaknesses (Continued)

Fourth grade students scored in the 47th percentile on the BOY Reading NWEA MAPS norm referenced test.

Fifth grade students scored in the 51st percentile on the BOY Math NWEA MAPS norm referenced test.

Fifth grade students scored in the 52nd percentile on the BOY Reading NWEA MAPS norm referenced test.

Student Achievement Needs

BE needs to utilize the new resources being provided with fidelity with strong TEKS alignment and formative assessment to drive their instruction. BE needs to engage parents in their children's academics at school, especially literacy. BE needs to work towards GROWTH for each and every student.

Professional development on Data disaggregation to build and plan for a more focused intervention.

Student Achievement Summary

BE received an overall D rating with a scaled score of

STAAR Performance: D

Academic Growth: D

Closing the Gaps: F

2021-22 Texas Academic Performance Report (TAPR)

District Name: COLUMBIA-BRAZORIA ISD

Campus Name: BARROW EL

Campus Number: 020907107

2022 Accountability Rating: B

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Science

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
 BARROW EL (020907107) - COLUMBIA-BRAZORIA ISD - BRAZORIA COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	77%	79%	60%	82%	77%	-	-	-	*	48%	-	78%	80%	73%	77%
	2021	67%	65%	66%	*	64%	69%	-	-	-	*	28%	*	65%	71%	65%	45%
At Meets Grade Level or Above	2022	51%	54%	54%	20%	50%	59%	-	-	-	*	22%	-	52%	60%	46%	38%
	2021	39%	34%	32%	*	25%	38%	-	-	-	*	11%	*	29%	43%	31%	18%
At Masters Grade Level	2022	30%	33%	32%	20%	25%	36%	-	-	-	*	7%	-	29%	40%	27%	23%
	2021	19%	14%	12%	*	6%	17%	-	-	-	*	0%	*	13%	7%	10%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	75%	69%	60%	57%	74%	-	-	-	*	41%	-	66%	77%	60%	46%
	2021	62%	67%	66%	*	61%	71%	-	-	-	*	33%	*	65%	71%	66%	36%
At Meets Grade Level or Above	2022	43%	44%	38%	20%	32%	44%	-	-	-	*	19%	-	38%	37%	28%	38%
	2021	31%	35%	26%	*	17%	33%	-	-	-	*	11%	*	26%	29%	22%	9%
At Masters Grade Level	2022	21%	19%	16%	0%	14%	18%	-	-	-	*	7%	-	14%	20%	10%	15%
	2021	14%	13%	8%	*	8%	8%	-	-	-	*	0%	*	8%	7%	7%	9%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	72%	62%	-	71%	57%	-	-	-	*	37%	-	66%	50%	65%	55%
	2021	63%	59%	51%	*	47%	55%	*	*	-	*	19%	-	47%	59%	48%	55%
At Meets Grade Level or Above	2022	54%	45%	39%	-	47%	36%	-	-	-	*	21%	-	43%	29%	39%	18%
	2021	36%	34%	24%	*	17%	33%	*	*	-	*	0%	-	22%	28%	20%	18%
At Masters Grade Level	2022	28%	18%	17%	-	21%	14%	-	-	-	*	11%	-	17%	17%	18%	18%
	2021	17%	17%	13%	*	7%	20%	*	*	-	*	0%	-	12%	14%	10%	9%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	74%	76%	-	82%	71%	-	-	-	*	53%	-	74%	79%	75%	73%
	2021	59%	65%	67%	*	60%	73%	*	*	-	*	31%	-	67%	66%	67%	64%
At Meets Grade Level or Above	2022	43%	39%	30%	-	32%	30%	-	-	-	*	5%	-	30%	29%	31%	45%
	2021	36%	46%	44%	*	33%	55%	*	*	-	*	13%	-	41%	48%	41%	36%
At Masters Grade Level	2022	23%	21%	15%	-	15%	16%	-	-	-	*	0%	-	14%	17%	14%	9%
	2021	21%	28%	32%	*	27%	40%	*	*	-	*	6%	-	31%	34%	31%	18%
Grade 5 Reading																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
 BARROW EL (020907107) - COLUMBIA-BRAZORIA ISD - BRAZORIA COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2022	81%	80%	85%	*	86%	84%	-	-	-	*	53%	*	84%	86%	86%	100%
	2021	73%	73%	75%	*	62%	80%	-	-	-	*	33%	*	76%	71%	74%	58%
At Meets Grade Level or Above	2022	58%	54%	62%	*	61%	61%	-	-	-	*	33%	*	59%	66%	61%	75%
	2021	46%	48%	49%	*	31%	59%	-	-	-	*	17%	*	50%	48%	48%	42%
At Masters Grade Level	2022	36%	33%	35%	*	25%	39%	-	-	-	*	20%	*	30%	43%	35%	33%
	2021	30%	34%	33%	*	19%	41%	-	-	-	*	8%	*	38%	19%	28%	25%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	79%	84%	*	82%	82%	-	-	-	*	40%	*	82%	86%	83%	100%
	2021	70%	81%	83%	*	69%	87%	-	-	-	*	64%	*	85%	76%	78%	75%
At Meets Grade Level or Above	2022	48%	47%	48%	*	54%	48%	-	-	-	*	13%	*	50%	46%	49%	67%
	2021	44%	50%	51%	*	35%	58%	-	-	-	*	18%	*	55%	38%	45%	33%
At Masters Grade Level	2022	25%	24%	25%	*	32%	25%	-	-	-	*	7%	*	29%	20%	28%	25%
	2021	25%	24%	22%	*	23%	22%	-	-	-	*	0%	*	20%	29%	20%	25%
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	70%	75%	*	68%	79%	-	-	-	*	53%	*	73%	77%	74%	83%
	2021	62%	70%	77%	*	54%	88%	-	-	-	*	58%	*	80%	67%	74%	58%
At Meets Grade Level or Above	2022	38%	41%	45%	*	25%	55%	-	-	-	*	27%	*	43%	49%	42%	25%
	2021	31%	36%	44%	*	31%	50%	-	-	-	*	17%	*	47%	33%	43%	42%
At Masters Grade Level	2022	18%	20%	22%	*	18%	25%	-	-	-	*	0%	*	23%	20%	22%	25%
	2021	13%	16%	18%	*	12%	21%	-	-	-	*	0%	*	18%	19%	16%	17%
Grade 6 Reading																	
At Approaches Grade Level or Above	2022	70%	64%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2021	62%	60%	54%	25%	65%	54%	*	*	-	*	5%	-	54%	56%	52%	29%
At Meets Grade Level or Above	2022	43%	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2021	32%	32%	26%	0%	42%	19%	*	*	-	*	5%	-	27%	22%	22%	29%
At Masters Grade Level	2022	23%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2021	15%	16%	12%	0%	15%	12%	*	*	-	*	5%	-	16%	4%	9%	0%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2022	73%	75%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2021	68%	70%	64%	38%	65%	68%	*	*	-	*	25%	-	64%	63%	60%	57%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
 BARROW EL (020907107) - COLUMBIA-BRAZORIA ISD - BRAZORIA COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2022	39%	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2021	36%	42%	27%	13%	46%	21%	*	*	-	*	5%	-	28%	26%	23%	29%
At Masters Grade Level	2022	16%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2021	15%	22%	15%	13%	12%	17%	*	*	-	*	5%	-	19%	7%	11%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	72%	75%	79%	75%	75%	-	-	-	75%	46%	89%	74%	77%	74%	76%
	2021	67%	62%	64%	61%	58%	69%	80%	40%	-	41%	27%	73%	65%	61%	62%	53%
At Meets Grade Level or Above	2022	48%	44%	45%	42%	43%	48%	-	-	-	25%	20%	56%	44%	46%	42%	44%
	2021	41%	35%	34%	24%	28%	39%	20%	40%	-	17%	9%	73%	34%	33%	31%	27%
At Masters Grade Level	2022	23%	19%	23%	21%	21%	25%	-	-	-	11%	7%	11%	22%	26%	22%	21%
	2021	18%	15%	17%	6%	12%	21%	0%	40%	-	10%	3%	36%	18%	15%	15%	12%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	75%	75%	79%	73%	-	-	-	75%	46%	*	75%	74%	75%	78%
	2021	68%	59%	62%	57%	59%	66%	*	*	-	27%	20%	*	62%	63%	60%	49%
At Meets Grade Level or Above	2022	53%	48%	52%	50%	52%	52%	-	-	-	42%	25%	*	51%	54%	49%	44%
	2021	45%	36%	33%	14%	28%	38%	*	*	-	9%	8%	*	33%	33%	30%	27%
At Masters Grade Level	2022	25%	20%	28%	38%	23%	30%	-	-	-	25%	11%	*	25%	35%	26%	25%
	2021	18%	14%	18%	0%	11%	23%	*	*	-	9%	3%	*	20%	11%	14%	10%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	72%	76%	75%	74%	76%	-	-	-	83%	44%	*	73%	81%	73%	72%
	2021	66%	64%	70%	57%	64%	75%	*	*	-	64%	35%	*	70%	68%	68%	59%
At Meets Grade Level or Above	2022	42%	38%	39%	25%	39%	41%	-	-	-	8%	13%	*	39%	38%	36%	50%
	2021	37%	37%	37%	36%	31%	41%	*	*	-	18%	11%	*	37%	36%	32%	27%
At Masters Grade Level	2022	20%	16%	18%	0%	20%	20%	-	-	-	0%	5%	*	18%	19%	17%	17%
	2021	18%	17%	19%	14%	17%	21%	*	*	-	9%	3%	*	18%	21%	17%	15%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	74%	75%	*	68%	79%	-	-	-	*	53%	*	73%	77%	74%	83%
	2021	71%	72%	77%	*	54%	88%	-	-	-	*	58%	*	80%	67%	74%	58%
At Meets Grade Level or Above	2022	47%	45%	45%	*	25%	55%	-	-	-	*	27%	*	43%	49%	42%	25%
	2021	44%	40%	44%	*	31%	50%	-	-	-	*	17%	*	47%	33%	43%	42%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
 BARROW EL (020907107) - COLUMBIA-BRAZORIA ISD - BRAZORIA COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2022	21%	18%	22%	*	18%	25%	-	-	-	*	0%	*	23%	20%	22%	25%
	2021	20%	15%	18%	*	12%	21%	-	-	-	*	0%	*	18%	19%	16%	17%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	38%	36%	*	29%	41%	-	-	-	*	15%	-	36%	34%	25%	31%
	2021	24%	24%	18%	*	11%	25%	-	-	-	*	11%	*	17%	29%	15%	9%
Reading and Mathematics Including EOC	2022	36%	38%	36%	*	29%	41%	-	-	-	*	15%	-	36%	34%	25%	31%
	2021	24%	24%	18%	*	11%	25%	-	-	-	*	11%	*	17%	29%	15%	9%
Reading Including EOC	2022	51%	55%	55%	*	50%	59%	-	-	-	*	23%	-	53%	62%	48%	38%
	2021	38%	34%	32%	*	25%	38%	-	-	-	*	11%	*	29%	43%	31%	18%
Math Including EOC	2022	43%	45%	39%	*	32%	44%	-	-	-	*	19%	-	39%	38%	29%	38%
	2021	31%	35%	26%	*	17%	33%	-	-	-	*	11%	*	26%	29%	22%	9%
4th Graders																	
Reading and Mathematics	2022	36%	29%	20%	-	24%	20%	-	-	-	*	5%	-	20%	21%	18%	18%
	2021	26%	29%	21%	*	10%	30%	*	*	-	*	0%	-	18%	24%	16%	0%
Reading and Mathematics Including EOC	2022	36%	29%	20%	-	24%	20%	-	-	-	*	5%	-	20%	21%	18%	18%
	2021	26%	29%	21%	*	10%	30%	*	*	-	*	0%	-	18%	24%	16%	0%
Reading Including EOC	2022	54%	45%	39%	-	47%	36%	-	-	-	*	21%	-	43%	29%	39%	18%
	2021	36%	34%	24%	*	17%	33%	*	*	-	*	0%	-	22%	28%	20%	18%
Math Including EOC	2022	43%	39%	30%	-	32%	30%	-	-	-	*	5%	-	30%	29%	31%	45%
	2021	36%	46%	44%	*	33%	55%	*	*	-	*	13%	-	41%	48%	41%	36%
5th Graders																	
Reading and Mathematics	2022	41%	39%	37%	*	46%	36%	-	-	-	*	0%	*	38%	37%	36%	58%
	2021	34%	36%	36%	*	23%	44%	-	-	-	*	9%	*	37%	33%	30%	33%
Reading and Mathematics Including EOC	2022	41%	39%	37%	*	46%	36%	-	-	-	*	0%	*	38%	37%	36%	58%
	2021	34%	36%	36%	*	23%	44%	-	-	-	*	9%	*	37%	33%	30%	33%
Reading Including EOC	2022	58%	54%	62%	*	61%	61%	-	-	-	*	33%	*	59%	66%	61%	75%
	2021	46%	48%	49%	*	31%	59%	-	-	-	*	17%	*	50%	48%	48%	42%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
 BARROW EL (020907107) - COLUMBIA-BRAZORIA ISD - BRAZORIA COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2022	48%	47%	48%	*	54%	48%	-	-	-	*	13%	*	50%	46%	49%	67%
	2021	44%	50%	51%	*	35%	58%	-	-	-	*	18%	*	55%	38%	45%	33%
6th Graders																	
Reading and Mathematics	2021	24%	25%	13%	0%	23%	10%	*	*	-	*	5%	-	17%	4%	9%	14%
Reading and Mathematics Including EOC	2021	24%	25%	13%	0%	23%	10%	*	*	-	*	5%	-	17%	4%	9%	14%
Reading Including EOC	2021	32%	32%	26%	0%	42%	19%	*	*	-	*	5%	-	27%	22%	22%	29%
Math Including EOC	2021	36%	42%	27%	13%	46%	21%	*	*	-	*	5%	-	28%	26%	23%	29%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	32%	31%	33%	32%	33%	-	-	-	0%	8%	*	31%	32%	26%	36%
	2021	26%	25%	22%	7%	16%	27%	*	*	-	9%	6%	*	22%	21%	17%	15%
Reading and Mathematics Including EOC	2022	36%	34%	31%	33%	32%	33%	-	-	-	0%	8%	*	31%	32%	26%	36%
	2021	28%	27%	22%	7%	16%	27%	*	*	-	9%	6%	*	22%	21%	17%	15%
Reading Including EOC	2022	53%	48%	52%	67%	52%	52%	-	-	-	42%	25%	*	51%	55%	49%	44%
	2021	41%	35%	33%	14%	28%	38%	*	*	-	9%	8%	*	33%	33%	30%	27%
Math Including EOC	2022	43%	42%	39%	33%	39%	41%	-	-	-	8%	13%	*	39%	39%	36%	50%
	2021	37%	40%	37%	36%	31%	41%	*	*	-	18%	11%	*	37%	36%	32%	27%

* Indicates results are masked due to small numbers to protect student confidentiality.
 - Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
BARROW EL (020907107) - COLUMBIA-BRAZORIA ISD - BRAZORIA COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2022	77	69	73	-	84	65	-	-	-	*	68	-	75	66	76	86
	2019	61	40	32	20	14	40	-	*	-	*	33	-	31	33	24	17
Grade 4 Mathematics	2022	74	70	74	-	78	73	-	-	-	*	68	-	75	71	73	77
	2019	65	64	57	60	64	53	-	*	-	*	60	-	61	48	59	78
Grade 5 ELA/Reading	2022	87	86	97	*	96	97	-	-	-	*	92	*	95	100	97	92
	2019	81	85	83	85	80	83	-	-	-	*	79	-	82	85	82	78
Grade 5 Mathematics	2022	79	77	79	*	88	77	-	-	-	*	77	*	82	73	81	88
	2019	83	79	62	58	63	64	-	-	-	*	46	-	62	62	65	67
Grade 6 ELA/Reading	2022	61	45	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2019	42	48	42	*	52	32	-	-	-	*	46	-	44	37	33	*
Grade 6 Mathematics	2022	61	50	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2019	54	70	61	*	64	59	-	-	-	*	38	-	60	63	60	*
All Grades Both Subjects	2022	74	69	80	*	86	77	-	-	-	78	75	92	81	79	81	86
	2019	69	65	57	61	56	56	-	*	-	57	51	-	58	54	55	57
All Grades ELA/Reading	2022	78	76	84	*	90	80	-	-	-	88	78	*	84	86	86	89
	2019	68	65	54	64	49	53	-	*	-	71	52	-	55	50	48	50
All Grades Mathematics	2022	69	62	76	*	83	75	-	-	-	69	72	*	78	72	77	83
	2019	70	66	60	59	64	59	-	*	-	43	49	-	61	57	61	64

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 BARROW EL (020907107) - COLUMBIA-BRAZORIA ISD - BRAZORIA COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	72%	75%	73%	-	-	-	-	73%	-	-	-	-	55%	75%	76%	-
	2021	67%	62%	64%	49%	-	-	-	-	49%	-	-	-	-	61%	65%	51%	*
At Meets Grade Level or Above	2022	48%	44%	45%	41%	-	-	-	-	41%	-	-	-	-	18%	45%	44%	-
	2021	41%	35%	34%	18%	-	-	-	-	18%	-	-	-	-	48%	35%	25%	*
At Masters Grade Level	2022	23%	19%	23%	20%	-	-	-	-	20%	-	-	-	-	9%	23%	21%	-
	2021	18%	15%	17%	4%	-	-	-	-	4%	-	-	-	-	30%	18%	10%	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	75%	74%	-	-	-	-	74%	-	-	-	-	80%	75%	78%	-
	2021	68%	59%	62%	45%	-	-	-	-	45%	-	-	-	-	56%	64%	48%	*
At Meets Grade Level or Above	2022	53%	48%	52%	37%	-	-	-	-	37%	-	-	-	-	20%	53%	44%	-
	2021	45%	36%	33%	19%	-	-	-	-	19%	-	-	-	-	44%	34%	25%	*
At Masters Grade Level	2022	25%	20%	28%	21%	-	-	-	-	21%	-	-	-	-	20%	29%	25%	-
	2021	18%	14%	18%	3%	-	-	-	-	3%	-	-	-	-	22%	19%	8%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	72%	76%	68%	-	-	-	-	68%	-	-	-	-	40%	76%	72%	-
	2021	66%	64%	70%	58%	-	-	-	-	58%	-	-	-	-	56%	71%	58%	*
At Meets Grade Level or Above	2022	42%	38%	39%	53%	-	-	-	-	53%	-	-	-	-	20%	37%	50%	-
	2021	37%	37%	37%	19%	-	-	-	-	19%	-	-	-	-	44%	38%	25%	*
At Masters Grade Level	2022	20%	16%	18%	21%	-	-	-	-	21%	-	-	-	-	0%	19%	17%	-
	2021	18%	17%	19%	6%	-	-	-	-	6%	-	-	-	-	44%	19%	15%	*
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	74%	75%	*	-	-	-	-	*	-	-	-	-	*	73%	83%	-
	2021	71%	72%	77%	38%	-	-	-	-	38%	-	-	-	-	*	80%	55%	*
At Meets Grade Level or Above	2022	47%	45%	45%	*	-	-	-	-	*	-	-	-	-	*	48%	25%	-
	2021	44%	40%	44%	13%	-	-	-	-	13%	-	-	-	-	*	44%	36%	*
At Masters Grade Level	2022	21%	18%	22%	*	-	-	-	-	*	-	-	-	-	*	22%	25%	-
	2021	20%	15%	18%	0%	-	-	-	-	0%	-	-	-	-	*	19%	9%	*
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	69%	80%	83%	-	-	-	-	83%	-	-	-	-	*	79%	86%	-
	2019	69%	65%	57%	-	-	-	-	-	-	61%	-	61%	-	35%	-	55%	-
All Grades ELA/Reading	2022	78%	76%	84%	89%	-	-	-	-	89%	-	-	-	-	*	83%	89%	-
	2019	68%	65%	54%	-	-	-	-	-	-	59%	-	59%	-	10%	-	48%	-

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
BARROW EL (020907107) - COLUMBIA-BRAZORIA ISD - BRAZORIA COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Mathematics	2022	69%	62%	76%	78%	-	-	-	-	78%	-	-	-	-	*	75%	83%	-
	2019	70%	66%	60%	-	-	-	-	-		63%	-	63%		60%		62%	

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency
2021-22 STAAR Participation (TAPR)
 BARROW EL (020907107) - COLUMBIA-BRAZORIA ISD - BRAZORIA COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	95%	100%	93%	96%	-	-	-	100%	97%	82%	98%	91%	96%	92%
Not Included in Accountability: Mobile	5%	5%	5%	0%	7%	4%	-	-	-	0%	3%	18%	2%	9%	4%	8%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	100%	100%	100%	100%	-	-	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	92%	94%	95%	100%	93%	96%	-	-	-	100%	97%	*	98%	90%	96%	92%
Not Included in Accountability: Mobile	5%	5%	5%	0%	7%	4%	-	-	-	0%	3%	*	2%	10%	4%	8%
Not Included in Accountability: Other Exclusions	2%	1%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	100%	100%	100%	100%	-	-	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	94%	95%	100%	93%	96%	-	-	-	100%	97%	*	98%	90%	96%	92%
Not Included in Accountability: Mobile	5%	5%	5%	0%	7%	4%	-	-	-	0%	3%	*	2%	10%	4%	8%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	98%	100%	100%	*	100%	100%	-	-	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	94%	97%	*	93%	98%	-	-	-	*	100%	*	98%	95%	96%	92%
Not Included in Accountability: Mobile	4%	5%	3%	*	7%	2%	-	-	-	*	0%	*	2%	5%	4%	8%
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Not Tested	2%	0%	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
 BARROW EL (020907107) - COLUMBIA-BRAZORIA ISD - BRAZORIA COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	0%	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	92%	92%	95%	97%	89%	100%	100%	-	82%	87%	85%	92%	90%	93%	92%
Included in Accountability	83%	87%	85%	77%	88%	84%	100%	100%	-	76%	82%	85%	87%	78%	87%	88%
Not Included in Accountability: Mobile	3%	5%	6%	19%	7%	5%	0%	0%	-	5%	2%	0%	4%	12%	5%	4%
Not Included in Accountability: Other Exclusions	1%	0%	1%	0%	1%	1%	0%	0%	-	0%	3%	0%	1%	0%	1%	0%
Not Tested	12%	8%	8%	5%	3%	11%	0%	0%	-	18%	13%	15%	8%	10%	7%	8%
Absent	2%	2%	3%	0%	1%	4%	0%	0%	-	8%	4%	0%	3%	3%	2%	2%
Other	10%	6%	6%	5%	3%	7%	0%	0%	-	11%	10%	15%	5%	7%	5%	6%
Reading																
Assessment Participant	89%	92%	91%	94%	96%	88%	*	*	-	80%	85%	80%	92%	88%	92%	91%
Included in Accountability	83%	87%	84%	78%	88%	83%	*	*	-	73%	81%	80%	87%	75%	86%	87%
Not Included in Accountability: Mobile	3%	5%	7%	17%	7%	5%	*	*	-	7%	1%	0%	4%	13%	5%	4%
Not Included in Accountability: Other Exclusions	3%	1%	0%	0%	1%	0%	*	*	-	0%	2%	0%	1%	0%	1%	0%
Not Tested	11%	8%	9%	6%	4%	12%	*	*	-	20%	15%	20%	8%	12%	8%	9%
Absent	2%	2%	3%	0%	1%	4%	*	*	-	7%	4%	0%	3%	2%	2%	2%
Other	10%	6%	6%	6%	3%	8%	*	*	-	13%	11%	20%	5%	9%	6%	6%
Mathematics																
Assessment Participant	88%	92%	91%	94%	96%	88%	*	*	-	80%	84%	80%	92%	89%	92%	93%
Included in Accountability	84%	87%	84%	78%	88%	83%	*	*	-	73%	80%	80%	87%	76%	86%	89%
Not Included in Accountability: Mobile	4%	5%	7%	17%	7%	5%	*	*	-	7%	1%	0%	4%	13%	5%	4%
Not Included in Accountability: Other Exclusions	0%	0%	0%	0%	1%	0%	*	*	-	0%	2%	0%	1%	0%	1%	0%
Not Tested	12%	8%	9%	6%	4%	12%	*	*	-	20%	16%	20%	8%	11%	8%	7%
Absent	2%	2%	3%	0%	1%	4%	*	*	-	7%	5%	0%	3%	3%	3%	2%
Other	10%	6%	6%	6%	3%	7%	*	*	-	13%	11%	20%	5%	8%	5%	4%
Science																
Assessment Participant	87%	90%	91%	*	97%	88%	-	-	-	*	93%	*	91%	89%	92%	87%
Included in Accountability	84%	85%	81%	*	81%	84%	-	-	-	*	80%	*	84%	75%	82%	80%
Not Included in Accountability: Mobile	3%	5%	8%	*	13%	4%	-	-	-	*	7%	*	6%	14%	8%	7%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
 BARROW EL (020907107) - COLUMBIA-BRAZORIA ISD - BRAZORIA COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	0%	1%	*	3%	0%	-	-	-	*	7%	*	1%	0%	1%	0%
Not Tested	13%	10%	9%	*	3%	12%	-	-	-	*	7%	*	9%	11%	8%	13%
Absent	2%	2%	2%	*	0%	1%	-	-	-	*	0%	*	0%	7%	1%	0%
Other	10%	8%	7%	*	3%	10%	-	-	-	*	7%	*	9%	4%	7%	13%

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
 BARROW EL (020907107) - COLUMBIA-BRAZORIA ISD - BRAZORIA COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	95.8%	94.5%	94.5%	94.5%	94.6%	*	*	-	91.0%	93.5%	93.9%	96.0%
2019-20	98.3%	98.0%	98.5%	99.3%	98.3%	98.5%	*	*	-	98.4%	97.8%	98.4%	98.4%
Chronic Absenteeism													
2020-21	15.0%	11.6%	16.0%	20.0%	16.1%	14.7%	*	*	-	30.0%	16.9%	20.0%	8.1%
2019-20	6.7%	11.5%	8.9%	0.0%	10.0%	9.1%	*	*	-	12.5%	18.2%	9.8%	13.0%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	90.3%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	99.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
 BARROW EL (020907107) - COLUMBIA-BRAZORIA ISD - BRAZORIA COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	99.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.0%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	96.7%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.6%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	4.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	95.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	96.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	95.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	7.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
 BARROW EL (020907107) - COLUMBIA-BRAZORIA ISD - BRAZORIA COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	75.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	87.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	83.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	87.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	7.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	75.1%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	86.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	82.8%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	86.1%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
 BARROW EL (020907107) - COLUMBIA-BRAZORIA ISD - BRAZORIA COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	169	358,842
By Ethnicity:				
African American	-	-	23	44,018
Hispanic	-	-	34	183,306
White	-	-	108	103,898
American Indian	-	-	0	1,195
Asian	-	-	1	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	3	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	0	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	29	56,281
Foundation H.S. Program (Endorsement)	-	-	13	13,582
Foundation H.S. Program (DLA)	-	-	127	287,316
Special Education Graduates	-	-	18	31,028
Economically Disadvantaged Graduates	-	-	69	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	2	32,809
At-Risk Graduates	-	-	40	155,884
CTE Completers	-	-	19	99,076

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
 BARROW EL (020907107) - COLUMBIA-BRAZORIA ISD - BRAZORIA COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	388	100.0%	2,911	5,402,928	389	100.0%	2,919	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.4%	0.3%	0	0.0%	0.5%	0.4%
Pre-Kindergarten	0	0.0%	2.7%	4.1%	0	0.0%	2.7%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	2.7%	3.5%	0	0.0%	2.7%	3.5%
Kindergarten	0	0.0%	6.7%	6.8%	0	0.0%	6.7%	6.8%
Grade 1	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 2	86	22.2%	7.5%	7.1%	86	22.1%	7.4%	7.1%
Grade 3	106	27.3%	7.0%	7.1%	106	27.2%	7.0%	7.1%
Grade 4	99	25.5%	7.6%	7.1%	100	25.7%	7.6%	7.1%
Grade 5	97	25.0%	7.2%	7.2%	97	24.9%	7.3%	7.2%
Grade 6	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 7	0	0.0%	8.2%	7.7%	0	0.0%	8.2%	7.7%
Grade 8	0	0.0%	8.5%	7.9%	0	0.0%	8.5%	7.8%
Grade 9	0	0.0%	9.5%	8.8%	0	0.0%	9.5%	8.8%
Grade 10	0	0.0%	7.1%	7.6%	0	0.0%	7.1%	7.5%
Grade 11	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.2%
Grade 12	0	0.0%	5.4%	6.7%	0	0.0%	5.4%	6.7%
Ethnic Distribution:								
African American	14	3.6%	7.4%	12.8%	14	3.6%	7.3%	12.8%
Hispanic	119	30.7%	27.3%	52.8%	119	30.6%	27.3%	52.7%
White	233	60.1%	61.2%	26.3%	234	60.2%	61.3%	26.3%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	4	1.0%	0.4%	4.8%	4	1.0%	0.4%	4.8%
Pacific Islander	1	0.3%	0.0%	0.2%	1	0.3%	0.0%	0.2%
Two or More Races	17	4.4%	3.5%	2.9%	17	4.4%	3.5%	2.9%
Sex:								
Female	194	50.0%	49.4%	48.9%	194	49.9%	49.4%	48.8%
Male	194	50.0%	50.6%	51.1%	195	50.1%	50.6%	51.2%
Economically Disadvantaged	287	74.0%	62.5%	60.7%	288	74.0%	62.3%	60.6%
Non-Educationally Disadvantaged	101	26.0%	37.5%	39.3%	101	26.0%	37.7%	39.4%
Section 504 Students	41	10.6%	11.6%	7.4%	41	10.5%	11.6%	7.4%
EB Students/EL	46	11.9%	8.4%	21.7%	46	11.8%	8.4%	21.7%
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.4%	0.6%				

Texas Education Agency
2021-22 Student Information (TAPR)
 BARROW EL (020907107) - COLUMBIA-BRAZORIA ISD - BRAZORIA COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students w/ Dyslexia	44	11.3%	9.6%	5.0%	44	11.3%	9.6%	5.0%
Foster Care	3	0.8%	0.4%	0.3%	3	0.8%	0.4%	0.3%
Homeless	17	4.4%	3.3%	1.1%	17	4.4%	3.3%	1.1%
Immigrant	0	0.0%	0.2%	2.0%	0	0.0%	0.2%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	388	100.0%	46.7%	64.3%	389	100.0%	46.8%	64.3%
Military Connected	0	0.0%	0.2%	3.3%	0	0.0%	0.2%	3.3%
At-Risk	213	54.9%	50.4%	53.5%	213	54.8%	50.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	39	10.1%	7.4%	21.9%	39	10.0%	7.4%	21.8%
Career and Technical Education	0	0.0%	31.0%	25.8%				
Career and Technical Education (9-12 grades only)	0	0.0%	78.7%	71.0%				
Gifted and Talented Education	28	7.2%	5.4%	8.0%	28	7.2%	5.3%	8.0%
Special Education	79	20.4%	15.0%	11.6%	79	20.3%	15.2%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	79							
By Type of Primary Disability								
Students with Intellectual Disabilities	37	46.8%	45.4%	43.0%				
Students with Physical Disabilities	14	17.7%	17.6%	20.8%				
Students with Autism	7	8.9%	8.7%	14.7%				
Students with Behavioral Disabilities	21	26.6%	26.5%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.8%	1.5%				
Mobility (2020-21):								
Total Mobile Students	77	13.6%	13.1%	13.6%				
By Ethnicity:								
African American	10	1.8%	1.3%	2.5%				
Hispanic	26	4.6%	3.9%	6.6%				
White	38	6.7%	7.3%	3.5%				
American Indian	1	0.2%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.4%	0.5%	0.5%				
Count and Percent of Special Ed Students who are Mobile	13	10.5%	15.1%	15.7%				
Count and Percent of EB Students/EL who are Mobile	6	9.7%	12.4%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	51	12.5%	13.9%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	51	17.1%	17.1%	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)
 BARROW EL (020907107) - COLUMBIA-BRAZORIA ISD - BRAZORIA COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.7%	1.9%	-	19.4%	5.2%
Grade 1	-	1.8%	2.9%	-	12.5%	4.2%
Grade 2	2.5%	1.3%	1.7%	0.0%	2.4%	2.2%
Grade 3	0.0%	0.0%	1.0%	0.0%	0.0%	1.0%
Grade 4	1.4%	0.6%	0.7%	0.0%	0.0%	0.7%
Grade 5	0.0%	0.0%	0.5%	0.0%	0.0%	0.7%
Grade 6	0.0%	0.0%	0.6%	0.0%	0.0%	0.6%
Grade 7	-	0.0%	0.7%	-	0.0%	0.7%
Grade 8	-	0.0%	0.6%	-	7.4%	0.8%
Grade 9	-	19.4%	10.5%	-	18.8%	14.1%

Class Size Averages by Grade and Subject
 (Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	19.4	18.7
Grade 1	-	21.1	18.7
Grade 2	21.0	24.2	18.6
Grade 3	21.0	22.0	18.7
Grade 4	19.8	21.6	18.8
Grade 5	24.0	23.2	20.2
Grade 6	-	15.0	19.2
Secondary:			
English/Language Arts	-	17.2	16.3
Foreign Languages	-	16.3	18.4
Mathematics	-	19.6	17.5
Science	-	20.0	18.5
Social Studies	-	19.4	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
 BARROW EL (020907107) - COLUMBIA-BRAZORIA ISD - BRAZORIA COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	41.5	100.0%	100.0%	100.0%
Professional Staff:	30.8	74.2%	57.1%	64.1%
Teachers	26.8	64.6%	44.8%	49.3%
Professional Support	2.0	4.8%	7.9%	10.7%
Campus Administration (School Leadership)	2.0	4.8%	2.6%	2.9%
Educational Aides:	10.7	25.8%	12.4%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	1.0	4,194.0
Part-time Librarians	0.0	n/a	2.0	607.0
Full-time Counselors	1.0	n/a	6.0	13,550.0
Part-time Counselors	0.0	n/a	0.0	1,176.0
Total Minority Staff:	12.7	30.6%	28.1%	52.1%
Teachers by Ethnicity:				
African American	2.0	7.5%	6.8%	11.2%
Hispanic	4.0	14.9%	9.9%	28.9%
White	20.8	77.6%	82.3%	56.4%
American Indian	0.0	0.0%	0.5%	0.3%
Asian	0.0	0.0%	0.5%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	2.0	7.5%	18.7%	24.1%
Females	24.8	92.5%	81.3%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	25.8	96.3%	84.8%	72.6%
Masters	1.0	3.7%	14.4%	25.2%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	5.0	18.6%	21.5%	7.9%
1-5 Years Experience	3.0	11.2%	8.3%	26.7%
6-10 Years Experience	5.0	18.6%	16.6%	20.6%
11-20 Years Experience	11.5	42.9%	31.2%	28.6%
21-30 Years Experience	2.3	8.7%	17.2%	13.2%
Over 30 Years Experience	0.0	0.0%	5.1%	2.9%

Texas Education Agency
2021-22 Staff Information (TAPR)
 BARROW EL (020907107) - COLUMBIA-BRAZORIA ISD - BRAZORIA COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Number of Students per Teacher	14.5	n/a	15.1	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	3.8	6.3
Average Years Experience of Principals with District	2.0	3.4	5.4
Average Years Experience of Assistant Principals	2.0	4.3	5.5
Average Years Experience of Assistant Principals with District	2.0	4.3	4.8
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	10.8	12.5	11.1
Average Years Experience of Teachers with District:	7.9	9.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$57,419	\$57,494	\$51,054
1-5 Years Experience	\$46,836	\$54,388	\$54,577
6-10 Years Experience	\$55,790	\$56,268	\$57,746
11-20 Years Experience	\$58,679	\$58,486	\$61,377
21-30 Years Experience	\$64,019	\$62,937	\$65,949
Over 30 Years Experience	-	\$67,192	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$57,043	\$58,774	\$58,887
Professional Support	\$66,410	\$63,160	\$69,505
Campus Administration (School Leadership)	\$78,925	\$80,819	\$84,990
Instructional Staff Percent:			
Instructional Staff Percent:	n/a	64.5%	64.9%
Contracted Instructional Staff (not incl. above):			
Contracted Instructional Staff (not incl. above):	0.4	1.9	2,113.6

Program Information	---- Campus ----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.2%	6.2%
Career and Technical Education	0.0	0.0%	7.6%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	21.8	81.4%	74.6%	70.8%
Special Education	5.0	18.6%	14.0%	9.6%
Other	0.0	0.0%	3.5%	3.5%

Texas Education Agency
2021-22 Staff Information (TAPR)
BARROW EL (020907107) - COLUMBIA-BRAZORIA ISD - BRAZORIA COUNTY

- Indicates there is no data for the item.
- * Indicates results are masked due to small numbers.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2020-21 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Data Sources

HB Survey and Interviews of Students/Staff/Parents
Parent Participation

School Culture and Climate Strengths

School Culture and Climate Summary

Barrow Elementary is moving to become an Accelerated Campus of Excellence. To achieve this, we chose to focus on high expectations and doing things the "Derrickhand Way" in the classroom and to continue to 'Build Relationships'. Barrow staff worked hard last year to lay the foundation of the SAF grant by building relationships among each other, with students and within the community. The partnership between Barrow and CIS continues to flourish. This is crucial to Barrow as many of our students are supported academically, financially, and emotionally through our Communities in Schools and after school ACE program.

At Barrow, we continue to focus on all the needs of our students including social and emotional. Students tend to perform better, try harder, if they feel they are in a safe environment and feel a connection to the adults. BE conducted an ESF survey in the fall of 2022, similar to surveys completed in 2019 and 2020. Students and families completed safety surveys in the spring of 2023. The community and children felt the school was supportive and understanding of their children. They felt it was a safe place.

At Barrow, everyone is expected to be respectful and show kindness to others. Students and staff are recognized for their positive behavior and going above and beyond.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Summary

Last year the school experienced a great change with receiving the School Action Fund Grant. In the planning year of the SAF Grant, the leadership team established a calendar that allowed for community outreach and/or family events monthly. This meant that certified teachers strived to achieve new goals for themselves by attending a majority of the

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

events planned. Certified teachers were also met with trying to achieve certain criteria on T-TESS. The intentions with new T-TESS criteria is to continue pushing Barrow to become an 'A' Campus by retaining and hiring highly qualified teachers. We have worked very hard to improve our first instruction and teacher quality. Barrow has maintained a consistent staff over the past three years. Any new teachers or paraprofessionals that have been at Barrow and now working on alternative certifications have been assigned mentors and coaches.

PLC meetings are in place to foster continuous improvement with a focus on: TEKS alignment, job embedded PD on the most effective instructional methods, data driven instruction, TEKS aligned and objective-driven lesson plans. Our intention is to support our teachers in their growth and development and to improve the staff quality.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Summary

Barrow will continue to strengthen the quality of education for all students. Staff members will focus on strengthening the intervention programs that are being used at Barrow to grow students in their areas of weakness or assist our students to excel beyond their current level. Teachers will meet at least weekly to collaborate with their peers and vertically at least two times a year to collaborate on students' needs as they move to future grades.

Barrow has High Quality Instructional Materials in place including Eureka Math, Amplify Reading and STAR Autism.

All teachers are either Reading Academy trained or are enrolled in Reading Academy.

Weakness:

Teachers are working to internalize lesson in the new HQIM format.

Teachers feel that the new HQIM materials are too hard for our students.

Teachers do not know how to use all the features of the assessment programs we do have to manipulate the data in order to identify trends and needs. Teachers rely on someone to do it for them.

Students struggle to retain information for long-term use.

Teachers struggle to disaggregate data to build intervention plans without support.

Needs:

Ongoing professional development in effective instructional strategies.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

Ongoing professional development in HQIM curriculum.

Ongoing professional development in data disaggregation.

Family and Community Involvement

Family and Community Involvement Strengths

Barrow creates varied opportunities for families to be involved with students.

Strong parent turn out for evening programs.

Classroom teachers use Class Dojo to keep parents informed of activities.

Principal uses social media, monthly newsletters and skylert to keep families and community informed.

Students are celebrated monthly.

Barrow held face-to-face parent conferences to inform parents on current academic performance as well as strategies to help student at home.

Family and Community Involvement Weaknesses

Low parent turn out for events that are not tied to a grade level performance.

Low parent involvement in PTO.

Family and Community Involvement Needs

Comprehensive Needs Assessment

Family and Community Involvement Needs (Continued)

Strategies on reaching parents.

Strategies for helping parents understand the importance of reading to their children.

Strategies for helping parents understand the importance of regular attendance.

School Context and Organization

School Context and Organization Summary

The principal and assistant principal have been at Barrow for 4 years. Structures and procedures have been put in place to give all staff members a voice in the decision making process.

The teachers care about their students and are quick to report concerns to the campus counselor, principal or assistant principal.

The day custodian ensures the school is clean for students while at school. Items that need to be fixed/repared are attended to in a timely manner.

Staff is vigilant about campus security and reports concerns immediately.

Barrow is perceived positively by the community. Surveys indicate satisfaction with campus climate and culture. There is buy-in by students, and parents to the vision, mission and beliefs.

The campus is supported with paraprofessionals, materials, staff development and curriculum that provide diversity and required elements to have robust instruction. Ancillary classes provide for students to engage in music, art and physical education. Students now have access to STEAM class. The class supports multiple educational programs for enhancing learning. Teachers have access to collaboration with other district staff. The district supports teacher leadership in development of a teacher driven lesson plan format to guide teachers with instruction. Tools are available to track data and analyze strength and weaknesses. The campus sets schedules to allow for adequate time and attention to early reading component needs. Coaches support instruction and provide additional training to teachers.

Technology

Comprehensive Needs Assessment

Technology Summary

Barrow now has a STEAM lab for all students.

The ceiling projectors are being replaced by Smart TVs on mounted carts.

All Elmo document cameras have been replaced with Hoover Cams.

Teachers have updated Microsoft Surface computers.

Paras now have chromebooks issued to them.

Barrow is a one-to-one campus.

Life Skills has a touch screen ViewSonic TV in the classroom.

Barrow has two additional touch screen ViewSonic TVs.

Weakness:

The classroom chromebooks are aging and approaching replacement.

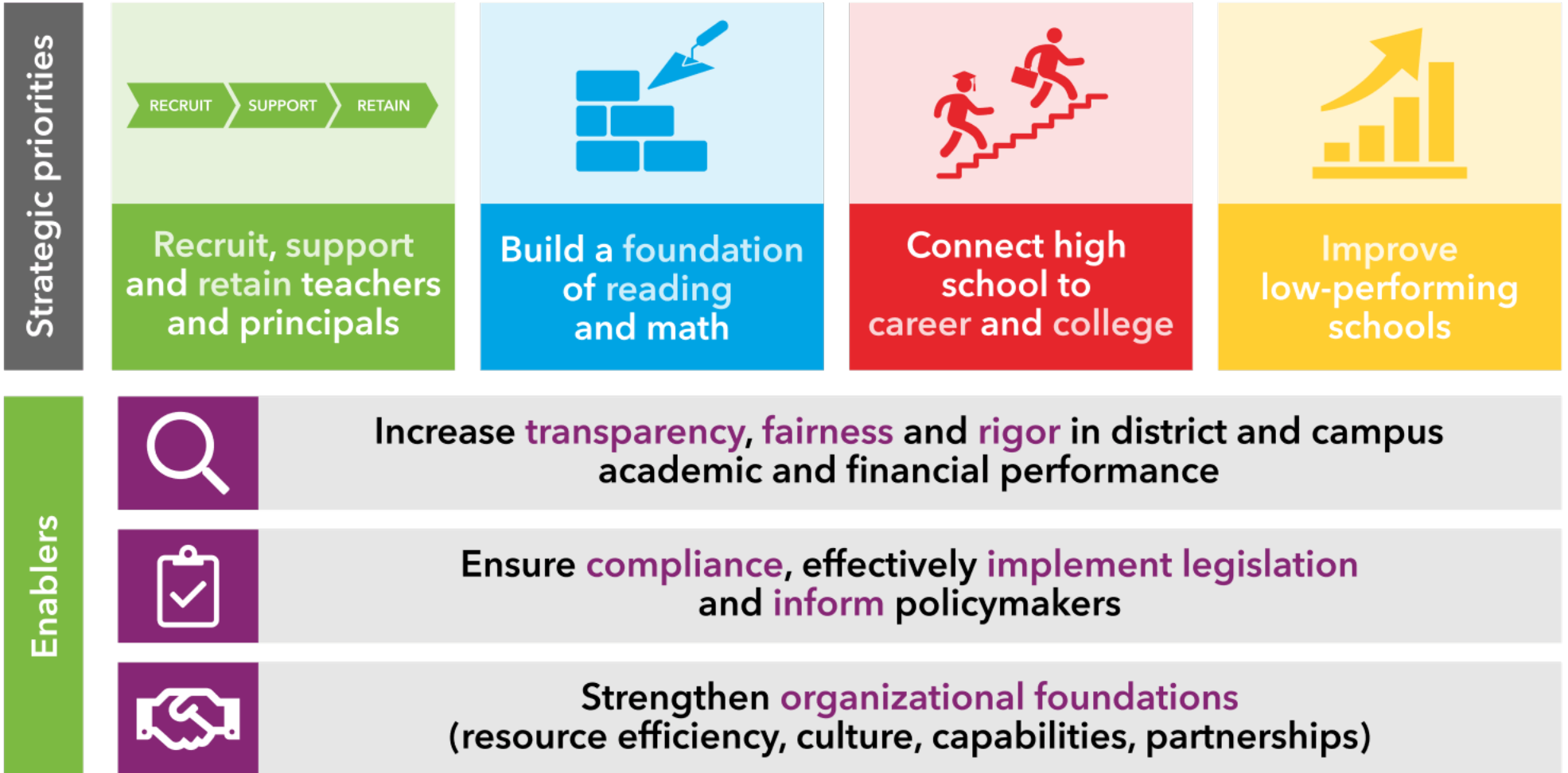
Teachers still rely on worksheets.

Need:

Ongoing professional development in practical and real use of authentic student use of technology (not just passive educational programs or for "fun").

Ongoing professional development on ways to turn worksheets into technology format.

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



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