

BELLVILLE ISD

LOCAL ACCOUNTABILITY SYSTEM

2027-2029

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MISSION + VISION

MISSION

BISD, as the center of public education in our community, partners with students, staff, parents, and community to cultivate relevant learning experiences so that each individual is empowered by their unique gifts and interests.

VISION

We learn through work and experiences that are purposeful, meaningful, and challenging to improve ourselves and our abilities to positively contribute to the world around us.

BISD

GOALS

1. Develop and attain local standards for high levels of integrated learning and performance. [LEARNING]
2. Foster a connected, collaborative, strategic approach to continuous improvement for the district. [LEADERSHIP]
3. Create a culture that attracts, develops, and retains exceptional individuals to be part of our district and community. [CULTURE]
4. Cultivate connections in our schools and community to ensure all feel safe, valued, and engaged in meaningful ways. [COMMUNITY]

PORTRAIT OF A BISD LEARNER

It is our aim, that every Bellville ISD student:

> **Recognizes & Applies Unique Gifts & Strengths**

THE BISD LEARNER DISCOVERS PERSONAL GIFTS AND STRENGTHS THROUGH EXPOSURE AND EXPLORATION AND APPLIES THEM IN THEIR WORK AND SERVICE.

> **Values Learning & Personal Growth**

THE BISD LEARNER HAS THE DESIRE AND ABILITY TO LEARN, ADAPT, TAKE RISKS, PERSEVERE, AND RESPOND CONSTRUCTIVELY TO FEEDBACK.

> **Thinks Critically & Creatively**

THE BISD LEARNER MASTERS ACADEMIC OBJECTIVES BY EMPLOYING CRITICAL, CREATIVE, AND INNOVATIVE THOUGHT IN THEIR WORK.

> **Exhibits Kindness & Character**

THE BISD LEARNER IS KIND AND EMPATHETIC AND HAS A STRONG SENSE OF ETHICS REFLECTIVE OF THE VALUES OF OUR FAMILIES, DISTRICT, AND COMMUNITY.

> **Demonstrates Drive & Personal Responsibility**

THE BISD LEARNER IS INSPIRED TO DREAM WITHOUT LIMITS AND DRIVEN TO SET AND ACHIEVE GOALS; BELIEVING ONESELF TO BE CAPABLE OF SUCCESS.

> **Leads & Communicates Effectively**

THE BISD LEARNER LEADS AND COMMUNICATES WITH PURPOSE, AND EFFECTIVELY FORMS RELATIONSHIPS BUILT ON TRUST AND RESPECT.

BISD LOCAL ACCOUNTABILITY SYSTEM | 2027-2029

Contact Information

ESC Region 6

District Name and Number Bellville ISD 008901

Bellville ISD School Type Summary:

Bellville ISD serves approximately 2300 students in grades EC-12. BISD operates with an Elementary Cluster of schools consisting of two feeder patterns. O'Bryant Primary School is an EC-2 campus serving approximately 435 students. Students from O'Bryant Primary School go to O'Bryant Intermediate School for grades 3-5. O'Bryant Intermediate School serves approximately 415 students. This is the complete EC-5 O'Bryant Primary/Intermediate feeder pattern. West End Elementary serves approximately 150 students in grades K-5. Bellville ISD holds consistent standards for performance among all elementary campuses and thus for the purposes of establishing data scales relative to school type we have clustered Elementary-Primary (OBP), Elementary Intermediate (OBI), and Elementary (WE) under a consistent standard relative to data scales.

Bellville ISD has a single feeder pattern for our secondary students in grades 6-12. All students in Bellville ISD in grades 6-8 attend Bellville Junior High. Bellville Junior High serves approximately 550 students. Bellville High School serves approximately 770 students. As we have a single-school feeder pattern at the secondary level, our data scale has been set consistently for our secondary school cluster including middle school and high school.

School Type/Group (List each corresponding school type on a separate line when components are included across multiple plans.)	Component Name (Enter the component name in the space below.)	Domain (Select the assigned domain: Academics; Culture and Climate; Extra and Co-Curricular; Future-Ready Learning; Locally Determined)	Component Weight (Select the component weight from 5% to 60%)
Elementary-Primary	Recognizes and applies unique gifts and strengths-Survey Data	Culture & Climate	15%
Elementary-Primary	Exhibits kindness and character-Survey Data	Culture & Climate	15%
Elementary-Primary	Values learning and personal growth-CLI/Map/EOU Data	Academics	20%
Elementary-Primary	Thinks critically and creatively-Learning Walks	Academics	20%
Elementary-Primary	Demonstrates drive and personal growth.-Survey Data	Future-Ready Learning	15%
Elementary-Primary	Leads and communicates effectively.-Survey Data	Future-Ready Learning	15%
Elementary-Intermediate	Recognizes and applies unique gifts and strengths-Survey Data	Culture & Climate	15%
Elementary-Intermediate	Exhibits kindness and character-Survey Data	Culture & Climate	15%
Elementary-Intermediate	Values learning and personal growth-Map/EOU Data	Academics	20%
Elementary-Intermediate	Thinks critically and creatively-Learning Walks	Academics	20%
Elementary-Intermediate	Demonstrates drive and personal growth.-Survey Data	Future-Ready Learning	15%
Elementary-Intermediate	Leads and communicates effectively.-Survey Data	Future-Ready Learning	15%
Elementary	Recognizes and applies unique gifts and strengths-Survey Data	Culture & Climate	15%
Elementary	Exhibits kindness and character-Survey Data	Culture & Climate	15%
Elementary	Values learning and personal growth-Map/EOU Data	Academics	20%
Elementary	Thinks critically and creatively-Learning Walks	Academics	20%
Elementary	Demonstrates drive and personal growth.-Survey Data	Future-Ready Learning	15%
Elementary	Leads and communicates effectively.-Survey Data	Future-Ready Learning	15%
Middle School	Recognizes and applies unique gifts and strengths-Survey Data	Culture & Climate	15%
Middle School	Exhibits kindness and character-Survey Data	Culture & Climate	15%

Middle School	Values learning and personal growth-EOU/Map Data	Academics	20%
Middle School	Thinks critically and creatively-Learning Walks	Academics	20%
Middle School	Demonstrates drive and personal growth.-Survey Data	Future-Ready Learning	15%
Middle School	Leads and communicates effectively.-Survey Data	Future-Ready Learning	15%
High School	Recognizes and applies unique gifts and strengths-Survey Data	Culture & Climate	15%
High School	Exhibits kindness and character-Survey Data	Culture & Climate	15%
High School	Values learning and personal growth-Certification/Degree Data	Academics	20%
High School	Thinks critically and creatively-Learning Walks	Academics	20%
High School	Demonstrates drive and personal growth.-Survey Data	Future-Ready Learning	15%
High School	Leads and communicates effectively.-Survey Data	Future-Ready Learning	15%

Overall Plan Weight

Each local accountability system plan may be weighted up to 50% for purposes of combining state ratings and local ratings for eligible campuses. You may insert additional rows by clicking the + sign in the bottom right corner. Please indicate the weight applied to each local accountability plan.

School Type/Group	Local Accountability System Plan Weight
Elementary-Primary	50%
Elementary-Intermediate	50%
Elementary	50%
Middle School	50%
High School	50%

District Plan Rationale

The local accountability system plan rationale provides an overview of the district vision of student success and how the vision is reflected in the local accountability system plan. Bellville ISD has successfully maintained a Local Accountability System from 2023-2026 and wishes to maintain the value this system has brought to our district and community. The insights provided through data reflections aligned to our Local Accountability System have allowed us to achieve holistic and systemic growth in target areas aligned to the data measures in our Local Accountability System aligned to our local goals and priorities centered around the BISD Portrait of a Learner and reflected in our BISD Strategic Action Plan..

Bellville ISD initially engaged in a three-year process of gathering input from students, staff, parents, and community through surveys, focus groups, and community-based advisory committees to articulate our values and aspirations and establish our mission, vision, goals, and Portrait of a BISD Learner. Our

mission is to partner with students, parents, staff, and community to cultivate relevant learning experiences so that each individual is empowered by their unique gifts and talents. Our vision is to grow our abilities to positively contribute to the work around us. In short, we want our students to understand the world around them and the talents within them so that they can become fulfilled and active, compassionate citizens.

BISD worked through our District Advisory Committee in the 2019-2020 and 2021-2022 school years to develop our Portrait of a Learner with the intent of identifying which traits and attributes we want all students to attain during their PK-12 journey in BISD. With this being the aim of our local efforts, the traits identified in our Portrait of a BISD Learner are the components reflected in our Local Accountability System for each campus. We believe that while the complexity of each trait develops over time, the aim to develop each trait within students as they progress through each level within our school system is imperative.

With the opportunity to renew our Local Accountability Plan beginning in the 2026-2027 school year, BISD engaged our executive cabinet team, campus leadership team, our Board of Trustees, and District Advisory Committee inclusive of parents, students, teachers, and leaders to revisit the aim of our Local Accountability Plan and the metrics for each Learner Trait. Adjustments were made to metrics in areas of how we measure “Thinks Critically & Creatively”, “Values Learning and Personal Growth”, and “Demonstrates Drive & Personal Responsibility”.

District Plan Component Descriptions

Section I

Component Name: Recognizes and Applies Unique Gifts and Strengths

Rationale: BISD aspires for all learners to discover their personal gifts and strengths through exposure and exploration and apply them in their work and service. With this aim, BISD has designed opportunities for exposure at our elementary, primary, and intermediate campuses through enrichment rotations. We have incorporated opportunities for exploration through multiple pathways for elective course offerings at our middle school campus that align to opportunities to develop expertise in our coherent sequences for high school academic programs of study in multiple disciplines aligned to input shared by our students, staff, parents, and community and our local industry.

Measure(s): (I) 50% of the data for this component will be gathered through administration of annual stakeholder surveys to students in grades 2-12 with specific reference to the following questions on surveys administered to students, staff, and parents. Options for response will be “Agree” or “Disagree”.

Data standards will be a cumulative total of all responses received within this data cluster to function as a singular measure of stakeholders’ perception of the district’s efforts to equip each individual with the ability to recognize and connect to their unique gifts and interests. The number of responses noted as “Agree” will be divided by the total number of responses received to create the overall % of 100 as a scale score for this component.

Staff:

- I implement instructional tools and strategies that help me know my students' strengths and interests.
- I intentionally connect learning to students' prior knowledge, experiences, and interests.
- I provide opportunities for students to have ownership and choice in how they approach their learning.
- My students apply themselves to their work and role in my class.

Students:

- My teachers use tools and strategies to get to know me.
- My teacher makes learning interesting.
- In class, my teacher gives me choices in how to approach my work and/or show what I know.
- I do my best on work assigned for my class.

Parents:

- My child's teachers have put forth an effort to get to know his/her interests and strengths.
- My child is interested in the things he/she learns about at school.
- My child gets to do things that he/she is good at in school.
- My child applies himself/herself to schoolwork.

Data Collection Protocol: Surveys will be administered electronically within a window of time beginning the first week of February through the beginning of Spring Break. Teachers will facilitate completion of the surveys by all students during an assigned class period within specified window of time and campus principals and the district will push out information encouraging all parents to access and complete the survey electronically through email, website, and social media. The District will persist in efforts to garner responses until a minimum of 40% response rate for each stakeholder group has been reached.

Measure(s): (II) For all campuses, 50% of the data for this component will be measured as the summative total percentage of all observations reflecting implementation of instructional strategies related to "Connecting Learning to Interests" at a level of "Recognized" or higher based on data collected from administrators conducting a minimum of six learning walks per teacher between August-May of each school year.

Data Collection Protocol: Baseline data resultant from instructional walks will be conducted in Spring 2026 to establish a rating scale for the 2027-2029 Local Accountability System. Instructional walks are calibrated monthly among district and campus administrators. All campuses must meet a minimum of 90% of the total learning walk data gathered relative to the standard of conducting six learning walks per teacher per year.

Elementary, Elementary-Primary, Elementary-Intermediate, Middle School, High School	
MEASURE	COMPONENT WEIGHT
Measure (I): Student Survey Data	50%
Measure (II): Learning Walk Data	50%

Section II

School Type: Elementary-Primary, Elementary-Intermediate, Elementary, Middle School, High School

Baseline Data: Baseline data determined based on May 2026 Data.

Campus Rating Scale (C, or mid-range level, set to baseline average): Rating Scales will be determined based on baseline data gathered in May 2026.

Elementary Primary, Elementary, Elementary Intermediate:

Campus Letter Grade for Component	Minimum	Maximum	# of campuses at each letter grade (indicated by baseline data)
A	TBD	TBD	TBD
B	TBD	TBD	TBD
C	TBD	TBD	TBD
D	TBD	TBD	TBD
F	TBD	TBD	TBD

*The above scale was created by evaluating the total number of positive “Agree” responses relative to the total number of data entry points (responses) received.

Middle School (Junior High), High School:

Campus Letter Grade for Component	Minimum	Maximum	# of campuses at each letter grade (indicated by baseline data)
A	TBD	TBD	TBD
B	TBD	TBD	TBD
C	TBD	TBD	TBD
D	TBD	TBD	TBD
F	TBD	TBD	TBD

*The above scale was created by evaluating the total number of positive “Agree” responses relative to the total number of data entry points (responses) received.

Component Name: Exhibits Character and Kindness

Rationale: BISD aspires for all learners to be kind and empathetic and have a strong sense of ethics reflective of the values of our families, district, and community. We teach this through our expectations, character education instruction with our counselors and coaches, school-wide efforts to equip staff to support the social and emotional well being of all students, and through empowerment of students to do the right thing as leaders of themselves and among their peers.

Measure(s): Data will be gathered through administration of annual stakeholder surveys to students in grades 2-12 with specific reference to the following questions on surveys administered to students, staff, and parents. Options for response will be “Agree” or “Disagree”.

Data standards will be a cumulative total of all responses received within this data cluster to function as a singular measure of stakeholders' perception of the district's efforts to equip each individual with the ability to exhibit character and kindness. The number of responses noted as "Agree" will be divided by the total number of responses received to create the overall % of 100 as a scale score for this component.

Staff:

- My students are kind to each other.
- My students respect and support each other.
- My students take pride in doing the right thing and working hard.

Students:

- Students at my school are kind to each other.
- I make an effort to ensure other students feel included.
- I take pride in doing the right thing and working hard.

Parents:

- Students at my child's school are kind.
- My child speaks positively about his/her classmates.
- My child takes pride in doing the right thing and working hard.

Data Collection Protocol: Surveys will be administered electronically within a window of time beginning the first week of February through the beginning of Spring Break. Teachers will facilitate completion of the surveys by all students during an assigned class period within specified window of time and campus principals and the district will push out information encouraging all parents to access and complete the survey electronically through email, website, and social media. The District will persist in efforts to garner responses until a minimum of 40% response rate for each stakeholder group has been reached.

Section II

School Type: Elementary-Primary, Elementary-Intermediate, Elementary, Middle School, High School

Baseline Data: Baseline data determined based on May 2026 Data.

Campus Rating Scale (C, or mid-range level, set to baseline average): Rating Scales will be determined based on baseline data gathered in May 2026.

Elementary Primary, Elementary, Elementary Intermediate:

Campus Letter Grade for Component	Minimum	Maximum	# of campuses at each letter grade (indicated by baseline data)
A	TBD	TBD	TBD
B	TBD	TBD	TBD
C	TBD	TBD	TBD
D	TBD	TBD	TBD
F	TBD	TBD	TBD

*This scale was created by evaluating the total number of positive “Agree” responses relative to the total number of data entry points (responses) received.

Middle School (Junior High), High School:

Campus Letter Grade for Component	Minimum	Maximum	# of campuses at each letter grade (indicated by baseline data)
A	90%	100%	0
B	80%	89%	0
C	60%	79%	1
D	40%	59%	1
F	0%	39%	0

*The above scale was created by evaluating the total number of positive “Agree” responses relative to the total number of data entry points (responses) received.

Component Name: Values learning and personal growth

Rationale: BISD aspires for all learners to have the ability and desire to learn, adapt, take risks, persevere, and respond constructively to feedback. We foster this through our culture of high expectations and a data-informed, student driven approach to academic growth and achievement.

Measure(s): See the table below outlining data measures for each grade level and campus.

O'BRYANT PRIMARY		
GRADE LEVEL	MEASURE	COMPONENT WEIGHT
PK	% of students scoring “on-track” on Reading, Math, & Phonological on CLI EOY Benchmark	20%
K	% of students meeting MAP Growth Goal in Reading & Math	20%
1	% of students meeting MAP Growth Goal in Reading & Math	20%
2	% of students scoring at a level equivalent to “Meets” on EOY MAP Reading & Math	40%
O'BRYANT INTERMEDIATE		
GRADE LEVEL	MEASURE	COMPONENT WEIGHT
3	Percent of students attaining “Meets” across an average of all HQIM Unit Based Assessments for the year.	30%
4		30%
5		40%
WEST END ELEMENTARY		

GRADE LEVEL	MEASURE	COMPONENT WEIGHT
K	% of students meeting MAP Growth Goal in Reading & Math	15%
1	% of students meeting MAP Growth Goal in Reading & Math	15%
2	% of students scoring > 61% Percentile in MAP Reading & Math	15%
3		15%
4	Percent of students attaining “Meets” across an average of all HQIM Unit Based Assessments for the year.	15%
5		25%

BELLVILLE JUNIOR HIGH

GRADE LEVEL	MEASURE	COMPONENT WEIGHT
6		30%
7	Percent of students attaining “Meets” across an average of all HQIM Unit Based Assessments for the year.	30%
8		40%

BELLVILLE HIGH SCHOOL

GRADE LEVEL	MEASURE	COMPONENT WEIGHT
9-12	% of students in the senior class who have met standards TSI Credit in Reading and Math	50%
9-12	% of students in the senior class who have met CCMR Criteria	50%

Data Collection Protocol: Data for grades K-8 will be gathered through administration of the indicated assessments (CLI, MAP, HQIM Unit Based Assessments) in accordance with Bellville ISD’s Assessment Integrity Standards. Data for grades 9-12 will be gathered through tracking of students in the senior class who have met standards for TSI Math and Reading, and campus data for students in the senior class who have attained college, career, and military readiness standards.

Section II

School Type: Data Measure (I) Elementary-Primary, (II) Elementary-Intermediate, (III) Elementary, (IV) Middle School; Data Measure (V) High School

Baseline Data: Baseline data determined based on May 2026 Data.

Campus Rating Scale (C, or mid-range level, set to baseline average): Rating Scales will be determined based on baseline data gathered in May 2026.

Data Measure (I): Elementary Primary

Campus Letter Grade for Component	Minimum	Maximum	# of campuses at each letter grade (indicated by baseline data)
A	TBD	TBD	TBD
B	TBD	TBD	TBD
C	TBD	TBD	TBD
D	TBD	TBD	TBD
F	TBD	TBD	TBD

*See Appendix C for Score Calculation.

Data Measure (II): Elementary Intermediate

Campus Letter Grade for Component	Minimum	Maximum	# of campuses at each letter grade (indicated by baseline data)
A	TBD	TBD	TBD
B	TBD	TBD	TBD
C	TBD	TBD	TBD
D	TBD	TBD	TBD
F	TBD	TBD	TBD

Data Measure (III): Elementary

Campus Letter Grade for Component	Minimum	Maximum	# of campuses at each letter grade (indicated by baseline data)
A	TBD	TBD	TBD
B	TBD	TBD	TBD
C	TBD	TBD	TBD
D	TBD	TBD	TBD
F	TBD	TBD	TBD

Data Measure (IV): Middle School

Campus Letter Grade for Component	Minimum	Maximum	# of campuses at each letter grade (indicated by baseline data)
A	TBD	TBD	TBD
B	TBD	TBD	TBD
C	TBD	TBD	TBD
D	TBD	TBD	TBD
F	TBD	TBD	TBD

*See Appendix C for Score Calculation.

Data Measure (V)- High School

Campus Letter Grade for Component	Minimum	Maximum	# of campuses at each letter grade (indicated by baseline data)

A	TBD	TBD	TBD
B	TBD	TBD	TBD
C	TBD	TBD	TBD
D	TBD	TBD	TBD
F	TBD	TBD	TBD

* See Appendix C for Score Calculation.

Component Name: Thinks Critically and Creatively

Rationale: BISD aspires for all learners to master academic objectives by employing critical, creative, and innovative thought in their work. With this, BISD is developing teachers' capacity to design engaging work using the design components embedded in our adopted High Quality Instructional Materials and district-provided professional learning for effective instruction. Bellville ISD's Instructional Framework creates implementation standards for rigor through collaborative group work, writing to learn, scaffolding, effective questioning, classroom talk, and collaborative group work or small group instruction.

Measure(s): (I) For all elementary (primary, intermediate, and elementary), data will be measured as the summative total percentage of all observations reflecting implementation of two or more effective instructional strategies at a level of "Recognized or higher" based on data collected from administrators conducting a minimum of six learning walks per teacher between August-May of each school year. This metric will account for 100% of the data reflected in this component.

BISD Learning Walks Data Points:

- Clear and Compelling Learning- Students are aware of the purpose of their learning and can articulate what they are learning and why they are learning it.
- Writing to Learn-Students are actively engaged in low-stakes exercises to think and write about a concept.
- Scaffolding- It is clear that connections have been drawn between current and previous learning. Teachers provide "Just-In-Time"/Small Group tiered instruction to meet the needs of their learners.
- Questioning- Effective questioning (by the teacher and by the students) deepens classroom conversations and intellectual inquiry.
- Classroom Talk- The classroom is a space where students articulate their thinking and strengthen their voice.
- Collaborative Group Work- Students engage in learning by constructing group solutions or products.
- Feedback- Classroom culture reflects provision of frequent specific feedback focusing on the "work" (rather than the person) to improve learning outcomes.

Data Collection Protocol: Baseline data resultant from instructional walks will be conducted in Spring 2026 to establish a rating scale for the 2026-2029 Local Accountability System. Instructional walks are calibrated monthly among district and campus administrators. All campuses must meet a minimum of 90% of the total learning walk data gathered relative to the aim of six learning walks per teacher per year.

Measure(s): (II) For middle school and high school campuses, data for this component will be a combination with Measure (1) counting for 50% of this component and 50% of the component coming the questions outlined below to be included on Student Surveys for students in grades 6-12. Options for response will be “Agree” or “Disagree”.

Data standards will be a cumulative total of all responses received within this data cluster to function as a singular measure of stakeholders’ perception of the district’s efforts to equip each individual with the ability to think critically and creatively. The number of responses noted as “Agree” will be divided by the total number of responses received to create the overall % of 100 as a scale score for this component.

Students:

- Being in class is a valuable use of my time.
- The activities that I do in my core classes are purposeful and challenging.
- The activities that I do in my elective classes are purposeful and challenging.

Data Collection Protocol: Surveys will be administered electronically within a window of time beginning the first week of February through the beginning of Spring Break. Teachers will facilitate completion of the surveys by all students during an assigned class period within specified window of time. The District will persist in efforts to garner responses until a minimum of 40% response rate from students has been reached.

Elementary-Primary, Elementary-Intermediate, Elementary	
MEASURE	COMPONENT WEIGHT
Measure (I): Learning Walk Data	100%

Middle School and High School	
MEASURE	COMPONENT WEIGHT
Measure (I): Learning Walk Data	50%
Measure (II): Student Survey Data	50%

Section II

School Type: Elementary-Primary, Elementary-Intermediate, Elementary, Middle School, High School

Baseline Data: Baseline data based on May 2026.

Campus Rating Scale (C, or mid-range level, set to baseline average): Rating Scale will be determined based on baseline data gathered in May 2026.

School Type: Elementary-Primary, Elementary-Intermediate, Elementary

Campus Letter Grade for Component	Minimum	Maximum	# of campuses at each letter grade (indicated by baseline data)
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A	TBD	TBD	TBD
B	TBD	TBD	TBD
C	TBD	TBD	TBD
D	TBD	TBD	TBD
F	TBD	TBD	TBD

School Type: Middle School, High School

Campus Letter Grade for Component	Minimum	Maximum	# of campuses at each letter grade (indicated by baseline data)
A	TBD	TBD	TBD
B	TBD	TBD	TBD
C	TBD	TBD	TBD
D	TBD	TBD	TBD
F	TBD	TBD	TBD

Component Name: Demonstrates Drive and Personal Responsibility

Rationale: BISD aspires for all learners to dream without limits and be driven to set and achieve goals, believing oneself to be capable of success. We foster this through students having ownership in the process of setting personal goals and monitoring their progress toward those goals and are incorporating this into student-led conferences and student portfolios.

Data will be gathered through tracking of individual, student-led student-parent-teacher conferences happening in grades K-12 in the fall and spring semesters each school year.

Data Collection Protocol: Windows for facilitation of fall and spring student-led conferences will be set each school year with protocols provided for content and data to be included in student-led conferences at each campus. Teachers will be responsible for submitting evidence of completion of student-led conferences for each student on their roster within the designated timeframe. Campus principals will then submit cumulative data for completion of student-led conferences with each student and parent/guardian twice annually. Data submitted by principals will be audited by the Director of Teaching and Learning prior to inclusion in BISD's summative Local Accountability Report.

Section II

School Type: Please select the applicable school type as it relates to the baseline data and campus rating scale included below. You may copy and paste this section to add more than one school type to this component.

Elementary-Primary, Elementary-Intermediate, Elementary, Middle School, High School

Baseline Data: Baseline data established from conferences completed in Fall 2025 and Spring 2026.

Campus Rating Scale (C, or mid-range level, set to baseline average): Rating Scale based on baseline data gathered in Fall 2025 and Spring 2026.

Elementary Primary, Elementary, Elementary Intermediate:

Campus Letter Grade for Component	Minimum	Maximum	# of campuses at each letter grade (indicated by baseline data)
A	TBD	TBD	TBD
B	TBD	TBD	TBD
C	TBD	TBD	TBD
D	TBD	TBD	TBD
F	TBD	TBD	TBD

Middle School (Junior High), High School:

Campus Letter Grade for Component	Minimum	Maximum	# of campuses at each letter grade (indicated by baseline data)
A	TBD	TBD	TBD
B	TBD	TBD	TBD
C	TBD	TBD	TBD
D	TBD	TBD	TBD
F	TBD	TBD	TBD

Component Name: Leads and Communicates Effectively

Rationale: BISD aspires for all learners to lead and communicate with purpose, and effectively form relationships built on trust and respect. In effort to develop this trait students are given opportunities to serve on advisory committees, hiring committees, participate in curriculum design planning processes, serve on the BISD Board of Trustees, represent BISD in competitions and out of district learning excursions, and write, speak, and present in multiple arenas.

Data will be gathered through administration of annual stakeholder surveys to students in grades 2-12 with specific reference to the following questions on surveys administered to students, staff, and parents. Options for response will be “Agree” or “Disagree”.

Data standards will be a cumulative total of all responses received within this data cluster to function as a singular measure of stakeholders’ perception of the district’s efforts to equip each individual with the ability to lead and communicate effectively. The number of responses noted as “Agree” will be divided by the total number of responses received to create the overall % of 100 as a scale score for this component.

Staff:

- My students demonstrate leadership and ownership for their role and actions.
- My students write, speak, and present effectively.
- My students demonstrate respect to classmates and adults.

Students:

- I am a leader and am responsible for my role and actions.

- I can communicate my thoughts and ideas to others through writing, speaking, or presenting.
- I respect my classmates and teachers.

Parents:

- My child is a leader and takes ownership for his/her actions.
- My child is able to communicate his/her thoughts and ideas effectively.
- My child is respectful toward classmates and adults.

Data Collection Protocol: Surveys will be administered electronically beginning the week following spring break through the conclusion of the first week of April. Teachers will facilitate completion of the surveys by all students during an assigned class period within that time frame at each campus and campus principals and the district will push out information encouraging all parents to access and complete the survey electronically through email, website, and social media. The District will persist in efforts to garner responses to the available surveys until a minimum of 40% response rate for each stakeholder group has been reached.

Section II

School Type: Please select the applicable school type as it relates to the baseline data and campus rating scale included below. You may copy and paste this section to add more than one school type to this component.

Elementary-Primary, Elementary-Intermediate, Elementary, Middle School, High School

Baseline Data: Baseline data was gathered in April 2022 and remains unchanged for our 2027-2029 Local Accountability Plan.

Campus Rating Scale (C, or mid-range level, set to baseline average): Rating Scale below has been determined using the baseline established in the district's initial Local Accountability Plan established in Spring 2022.

Elementary Primary, Elementary, Elementary Intermediate:

Campus Letter Grade for Component	Minimum	Maximum	# of campuses at each letter grade (indicated by baseline data)
A	90%	100%	0
B	80%	89%	0
C	60%	79%	3
D	40%	59%	0
F	0%	39%	0

*The above scale was created by evaluating the total number of positive "Agree" responses relative to the total number of data entry points (responses) received.

Middle School (Junior High), High School:

Campus Letter Grade for Component	Minimum	Maximum	# of campuses at each letter grade (indicated by baseline data)
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A	90%	100%	0
B	80%	89%	0
C	60%	79%	1
D	40%	59%	1
F	0%	39%	0

*The above scale was created by evaluating the total number of positive “Agree” responses relative to the total number of data entry points (responses) received.

DRAFT

APPENDIX A: BISD LEARNER TRAITS-SURVEY DATA

DATA COLLECTION TOOL: STAKEHOLDER SURVEYS

DATA CLUSTER: The BISD Learner Recognizes and Applies Unique Gifts and Strengths

- My child's teacher puts forth an effort to get to know his/her interests and strengths. **(Parents)**
- My teachers use tools and strategies to get to know me. **(Students)**
- I implement instructional tools and strategies to help me get to know my students' strengths and interests. **(Staff)**
- My child is interested in the things he/she learns about at school. **(Parents)**
- My teacher makes learning interesting. **(Students)**
- I intentionally connect learning to students' prior knowledge, experiences, and interests. **(Staff)**
- My child gets to do things that he/she is good at in school. **(Parents)**
- My teachers give me a chance to do things that I am good at in class. **(Students)**
- I design instruction to provide opportunities for my students to apply and demonstrate their strengths. **(Staff)**
- My child applies himself/herself to schoolwork. **(Parents)**
- I do my best on work assigned for my class. **(Students)**
- My students apply themselves to their work and role in my class. **(Staff)**

DATA CLUSTER: The BISD Learner Exhibits Character and Kindness

- Students in my child's school are kind to each other. **(Parents)**
- Students at my school are kind to each other. **(Students)**
- My students are kind to each other. **(Staff)**
- My child speaks positively about his/her classmates. **(Parents)**
- I make an effort to ensure other students feel included. **(Students)**
- My students respect and support each other. **(Staff)**
- My child takes pride in doing the right thing and working hard. **(Parents)**
- I take pride in doing the right thing and working hard. **(Students)**
- My students take pride in doing the right thing and working hard. **(Staff)**

DATA CLUSTER: The BISD Learner Leads and Communicates Effectively

- My child is a leader and takes ownership for his/her actions. **(Parents)**
- I am a leader and am responsible for my role and actions. **(Students)**
- My students demonstrate leadership and ownership for their roles and actions. **(Staff)**
- My child is able to communicate his/her thoughts and ideas effectively. **(Parents)**
- I can communicate my thoughts and ideas to others through writing, speaking, or presenting. **(Students)**
- My students write, speak, and present effectively. **(Staff)**
- My child is respectful toward classmates and adults. **(Parents)**
- I respect my classmates and my teachers. **(Students)**

DATA CLUSTER: Thinks critically and creatively. (Middle School, High School)**Students:**

- Being in class is a valuable use of my time.
- The activities that I do in my core classes are purposeful and challenging.
- The activities that I do in my elective classes are purposeful and challenging.

STAKEHOLDER SURVEYS: BASELINE DATA REPORTING 2022

	WE	OBP	OBI	BJHS	BHS
DATA CLUSTER: Recognizes and Applies Unique Gifts and Strengths	76%	86%	68%	65%	54%
Affirmative Parent Responses	11	17	30	9	36
Affirmative Student Responses	0	0	126	110	63
Affirmative Staff Responses	21	8	14	90	76
Total Responses Received w/n the Data Cluster	42	29	251	323	324

DATA CLUSTER: Exhibits Kindness and Character	71%	74%	47%	51%	57%
Affirmative Parent Responses	3	12	8	8	27
Affirmative Student Responses	0	0	81	29	26
Affirmative Staff Responses	12	8	8	49	34
Total Responses Received w/n the Data Cluster	27	27	208	170	153

DATA CLUSTER: Leads and Communicates Effectively	63%	71%	65%	57%	61%
Affirmative Parent Responses	3	13	9	9	29
Affirmative Student Responses	0	0	13	30	22
Affirmative Staff Responses	9	7	113	59	53
Total Responses Received	29	28	209	172	171

STAKEHOLDER SURVEYS: BASELINE DATA REPORTING 2026

50% Component Weight	BJHS	BHS
DATA CLUSTER: Thinking Critically and Creatively	TBD	TBD
Affirmative Student Responses	TBD	TBD
Total Responses Received w/n the Data Cluster	TBD	TBD

APPENDIX B: BISD LEARNING WALKS

DATA COLLECTION TOOL: BISD LEARNING WALKS

	MASTERS	EXEMPLARY	RECOGNIZED	DEVELOPING	NEEDS SUPPORT
Clear & Compelling Standards	Lesson purpose is aligned to course/grade level standards and evident visually, verbally through teacher talk and student talk, and evident that the learning objectives are driving student learning and engagement in all work/activities.	Lesson purpose is aligned to course/grade level standards, evident visually, verbally through teacher and student talk, and evident that the learning objectives are driving student learning and engagement in some work/activities.	Lesson purpose is aligned to course/grade level standards, evident in most work/activities	Lesson purpose is aligned to course/grade level standards and evident in some work/activities	Lesson purpose is unclear or not aligned to course/grade level standards.
Writing to Learn	Students are engaged in writing for the purposes of generation requiring complex student-generated higher order thought at levels of analysis, justification, and/or synthesis.	Students engaged in writing for purposes of application requiring inferential level thinking and application of content knowledge.	Students are observed writing for purposes of recall (low-level, quick informal writing requiring simplistic student-generated thought).	Students are engaged in note-taking and/or writing that is heavily directed by the teacher. Ex. Students' copying teacher-generated responses.	Student writing was not observed.
Scaffolding	Teacher activates students' prior knowledge through a variety of instructional techniques. Lesson delivery evidences prior planning to seamlessly embed a variety of differentiation tools and techniques to address individual needs of students so that all are able to master what is being taught with minimal confusion or disengagement.	Teacher activates students' prior knowledge through a variety of instructional techniques. Lesson delivery evidences prior planning to address individual needs of students so that most are able to access rigorous content with minimal confusion or disengagement.	Teacher activates students' prior knowledge and models thinking. Lesson delivery evidences prior planning to address individual needs of most and regularly monitors the quality of student participation and performance and makes adjustments accordingly.	Teacher adapts lessons to address some students' needs and sometimes monitors the quality of student participation and performance and makes adjustments accordingly.	Teacher provides a one-size-fits all approach to instruction with little meaningful differentiation and/or rarely monitors the quality of student participation and performance.
Questioning	Teacher asks questions at the creative, evaluate, and/or analysis levels that require a deeper learning and broader understanding of the lesson objective and skillfully balances wait time, questioning techniques, and integration of student responses to support student-directed learning.	Teacher skillfully uses probing questions to provoke thought, clarify, elaborate, and extend learning, and provides adequate wait time to prompt student engagement and response.	Teacher uses guiding questions to probe student-thinking about the content or text and uses wait-time to allow students to grapple with their thinking.	Questions are limited to predictable or rote responses and may provide wait time for students to grapple with their thinking	Encourages little or no complex, higher-order thinking
Classroom Talk	Teacher has established a culture in which the	Teacher provides opportunities for all students to share	Teacher provides opportunities for all students to engage	There are some opportunities for some students to	There is little-to-no opportunity for students' to use

	teacher serves as the facilitator as students engage in meaningful conversations about their learning and all students participate in responding to other students' thoughts and pushing each others' thinking.	their ideas, opinions, and experiences with the content. Students demonstrate the ability to base their thinking on evidence from their learning.	in focused, on-topic discussions in some way (notes, partners, pair-share, small groups, etc.)	engage in classroom talk through teacher directed Q&A and/or there are opportunities for student-talk but discussions are not focused or on-topic.	their voice in the learning process.
Group Work	Collaborative Group Work: All students take ownership of their roles, actively contribute, and hold each other accountable for individual and group performance.	Collaborative Group Work: Expectations are set for individual and group accountability; Most students understand their roles within the group and are actively contributing to the task at-hand.	Collaborative Group Work: Most students in the groups are engaged in the task at-hand and understand their individual roles.	Collaborative Group Work: Some students in the groups are engaged in the task at-hand and understand their individual roles.	Collaborative Group Work: Few students in the groups understand their individual roles.
Feedback	Teacher recognizes students' misunderstandings and skillfully challenges students to reflect on their own thinking and push each others' thinking to deepen understanding. (Metacognitive Reflection, Student-Directed, Student-Lift)	Teacher recognizes students' misunderstandings and skillfully guides students to clarify and expound upon each others' thinking. (Teacher Guided, Student Lift).	Teacher recognizes students' misunderstandings and responds with constructive feedback to prompt student clarification of their own thinking. (Some Student Lift)	Teacher recognizes students' misunderstandings and gives corrective feedback for clarification. (Teacher Lift)	Teacher is sometimes unaware or unresponsive to students' misunderstandings and/or feedback provided is inaccurate.
LEARNING CONNECTED TO INTERESTS	Instructional delivery evidences a strong understanding of each individual student. Learning is intentionally connected to students' interests and real-world application and the teacher provides guidance and opportunities for students to share connections to their personal knowledge/experiences to enhance each others' learning.	Teacher implements a variety of instructional approaches to get to know his/her students and connect all aspects of learning to students' prior knowledge, experiences, and interests and makes adjustments to address gaps in knowledge/experience to capture all students.	Teacher intentionally connects learning objectives and content to students' prior knowledge, experiences, and interests and makes adjustments to address gaps in knowledge/experience to capture all students.	Parts of the lesson are connected to students' prior knowledge, experiences, or interests.	Lessons are not connected to students' prior knowledge, experiences, or interests.

BASELINE DATA REPORTING: BISD LEARNING WALKS, SPRING 2026

	WE	OBP	OBI	BJHS	BHS
Number of Observations During Which Two or More Instructional Strategies Observed at Recognized or Higher					
Total Number of Observations					
COMPONENT SCORE:					

APPENDIX C : VALUES LEARNING AND PERSONAL GROWTH

DATA COLLECTION TOOL: CLI, MAP, HQIM Unit-Based-Assessments, TSI AND 2026 BASELINE DATA

Data Measures: Data for grades K-8 will be gathered through administration of the indicated assessments (CLI, MAP, HQIM Unit Based Assessments) in accordance with Bellville ISD's Assessment Integrity Standards. Data for grades 9-12 will be gathered through student participation in administration of the TSI Math and Reading Exams.

O’BRYANT PRIMARY		BASELINE SCALE SCORE	
GRADE	MEASURE	COMPONENT WEIGHT	BASELINE ATTAINMENT
PK	% of students “on-track” on Reading, Math, and Phonological EOY CLI Benchmark	20%	
K	% of students meeting MAP Growth Goal in Reading & Math	20%	
1	% of students meeting MAP Growth Goal in Reading & Math	20%	
2	% of students scoring equivalent to “Meets” or higher on the EOY MAP Reading & Math	40%	
O’BRYANT INTERMEDIATE		BASELINE SCALE SCORE	
GRADE	MEASURE	COMPONENT WEIGHT	BASELINE ATTAINMENT
3	% Increase in Students Attaining “Meets” when comparing First HQIM Unit Assessments in Reading and Math compared to Last HQIM Unit Assessments in Reading and Math	30%	
4		30%	
5		40%	
WEST END ELEMENTARY		BASELINE SCALE SCORE	
GRADE	MEASURE	COMPONENT WEIGHT	BASELINE ATTAINMENT
K	% of students meeting MAP Growth Goal in Reading & Math	15%	
1	% of students meeting MAP Growth Goal in Reading & Math	15%	
2	% of students scoring > 61% Percentile in MAP Reading & Math	15%	
3	% Increase in Students Attaining “Meets” when comparing First HQIM Unit Assessments in Reading and Math compared to Last HQIM Unit Assessments in Reading and Math	15%	
4		15%	
5		25%	

BELLVILLE JUNIOR HIGH		BASELINE SCALE SCORE	
GRADE	MEASURE	COMPONENT WEIGHT	BASELINE ATTAINMENT
6	% Increase in Students Attaining “Meets” when comparing First HQIM Unit Assessments in Reading and Math compared to Last HQIM Unit Assessments in Reading and Math	30%	
7		30%	
8		40%	

BELLVILLE HIGH SCHOOL		BASELINE SCALE SCORE	
GRADE LEVEL	MEASURE	COMPONENT WEIGHT	BASELINE ATTAINMENT
9-12	% of students in the senior class who have passed TSI Reading and Math	100%	

APPENDIX E : 2027 CAMPUS LOCAL ACCOUNTABILITY RATINGS

WEST END ELEMENTARY	# A-F
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SCHOOL TYPE: Elementary

Component Name (Enter the component name in the space below.)	Domain	Domain Rating	Component Weight
Recognizes and applies unique gifts and strengths-Survey Data	Culture & Climate	TBD	15%
Exhibits kindness and character-Survey Data	Culture & Climate	TBD	15%
Values learning and personal growth-MAP Growth RLA & Math	Academics	TBD	20%
Thinks critically and creatively-Learning Walks	Academics	TBD	20%
Demonstrates drive and personal growth.-Survey Data	Future-Ready Learning	TBD	15%
Leads and communicates effectively.-Survey Data	Future-Ready Learning	TBD	15%

O'BRYANT PRIMARY	# A-F
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SCHOOL TYPE: Elementary-Primary

Component Name (Enter the component name in the space below.)	Domain	Domain Rating	Component Weight
Recognizes and applies unique gifts and strengths-Survey Data	Culture & Climate	TBD	15%
Exhibits kindness and character-Survey Data	Culture & Climate	TBD	15%
Values learning and personal growth-MAP Growth RLA & Math	Academics	TBD	20%
Thinks critically and creatively-Learning Walks	Academics	TBD	20%
Demonstrates drive and personal growth.-Survey Data	Future-Ready Learning	TBD	15%
Leads and communicates effectively.-Survey Data	Future-Ready Learning	TBD	15%

O'BRYANT INTERMEDIATE

| A-F

SCHOOL TYPE: Elementary-Intermediate

Component Name (Enter the component name in the space below.)	Domain	Domain Rating	Component Weight
Recognizes and applies unique gifts and strengths-Survey Data	Culture & Climate	TBD	15%
Exhibits kindness and character-Survey Data	Culture & Climate	TBD	15%
Values learning and personal growth-MAP Growth RLA & Math	Academics	TBD	20%
Thinks critically and creatively-Learning Walks	Academics	TBD	20%
Demonstrates drive and personal growth-Survey Data	Future-Ready Learning	TBD	15%
Leads and communicates effectively-Survey Data	Future-Ready Learning	TBD	15%

BELLVILLE JUNIOR HIGH

| A-F

SCHOOL TYPE: Middle School

Component Name (Enter the component name in the space below.)	Domain	Domain Rating	Component Weight
Recognizes and applies unique gifts and strengths-Survey Data	Culture & Climate	TBD	15%
Exhibits kindness and character-Survey Data	Culture & Climate	TBD	15%
Values learning and personal growth-MAP Growth RLA & Math	Academics	TBD	20%
Thinks critically and creatively-Learning Walks	Academics	TBD	20%
Demonstrates drive and personal growth-Survey Data	Future-Ready Learning	TBD	15%
Leads and communicates effectively-Survey Data	Future-Ready Learning	TBD	15%

BELLVILLE HIGH SCHOOL	# A-F
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SCHOOL TYPE: High School

Component Name (Enter the component name in the space below.)	Domain	Domain Rating	Component Weight
Recognizes and applies unique gifts and strengths-Survey Data	Culture & Climate	TBD	15%
Exhibits kindness and character-Survey Data	Culture & Climate	TBD	15%
Values learning and personal growth-Certification/Degree Data	Academics	TBD	20%
Thinks critically and creatively-Learning Walks	Academics	TBD	20%
Demonstrates drive and personal growth.-Survey Data	Future-Ready Learning	TBD	15%
Leads and communicates effectively.-Survey Data	Future-Ready Learning	TBD	15%