BELLVILLE ISD

LOCAL ACCOUNTABILITY SYSTEM

CAMPUS RATINGS

2024-2025

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TABLE OF CONTENTS

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 KING 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│2024-2025

Contact Information

ESC Region 6

District Name and Number Bellville ISD 008901

Bellville ISD School Type Summary:

Bellville ISD serves approximately 2200 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-3 campus serving approximately 555 students. Students from O'Bryant Primary School go to O'Bryant Intermediate School for grades 4-5. O'Bryant Intermediate School serves approximately 270 students. This is the complete EC-5 O'Bryant Primary/Intermediate feeder pattern. West End Elementary serves approximately 160 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 545 students. Bellville High School serves approximately 685 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-Map 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 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 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-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	18%
High School	Exhibits kindness and character-Survey Data	Culture & Climate	18%
High School	Values learning and personal growth-Certification/Degree Data	Academics	8%
High School	Thinks critically and creatively-Learning Walks	Academics	20%
High School	Demonstrates drive and personal growth.-Survey Data	Future-Ready Learning	18%
High School	Leads and communicates effectively.-Survey Data	Future-Ready Learning	18%

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 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 and grow through each level within our school system is imperative.

Our campuses are configured with two pathways that feed into our singular middle school and high school campuses. One path consists of elementary-primary (PK-3), elementary-Intermediate (4–5) and the other path consists of elementary (K-5) with all students then joining together in a singular middle school campus and a singular high school campus. Each campus local accountability plan reflects six components that align with focus on development of our locally defined traits in our Portrait of a Graduate with one point of variance in our high school data measure to capture learning and personal growth.

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): 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. Each response will be reported on a likert scale of 1-3 noting agree, disagree, or neutral.

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. Positive responses will be credited for all responses rated as a "3", noting "Agree".

Staff:
- I implement instructional tools and strategies that help me know my students' strengths and interests.
- I connect learning to things that my students are interested in.
- I design instruction to provide opportunities for students to apply and demonstrate their strengths.
- 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 teachers connect learning to things that I am interested in.
- My teachers give me a chance to do things that I am good at in class.
- 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's learning is connected to things he/she is interested in.
- 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 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: Elementary-Primary, Elementary-Intermediate, Elementary, Middle School, High School

Baseline Data: Please describe current outcome levels on the proposed measure as indicated by baseline data. Include the year(s) represented by the data.

Baseline data will be available in April 2022.

Campus Rating Scale (C, or mid-range level, set to baseline average): Rating Scale below has been determined using baseline data gathered in April 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%	1
C	70%	79%	1
D	50%	69%	1
F	0%	49%	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)
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: 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. Each response will be reported on a likert scale of 1-3 noting agree, disagree, or neutral.

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. Positive responses will be credited for all responses rated as a "3", noting "Agree".

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

Baseline Data: Please describe current outcome levels on the proposed measure as indicated by baseline data. Include the year(s) represented by the data.

Baseline data will be available in April 2022.

Campus Rating Scale (C, or mid-range level, set to baseline average): Rating Scale below has been determined using baseline data gathered in April 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%	2
D	40%	59%	1
F	0%	39%	0

*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 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.

Measure(s): (I) Data will be gathered through review of student growth on MAP suite assessments from the beginning and end of year progress assessments for ELAR and Math in grades K-8. Baseline data for grades k-8 will be collected in the 21-22 SY. A cumulative score will be generated by summing the % of students meeting or exceeding MAP Growth Measures in Math for each grade level and the % of students meeting or exceeding MAP Growth Measures in Reading for each grade level for a total cumulative score reflecting the % of all students on the campus meeting or exceeding MAP Growth Measures in Reading (50% weight) and Math (50% weight). (See Appendix C for Reporting).

(II) For grades 9-12, data will be gathered to monitor an increased percent of students in all subpopulations reaching any one of the attainments outlined below: (See Appendix D for Reporting)

- Completion of an approved industry-based certification
- 12 or More Dual Credit Hours
- Completion of an Associate's Degree prior to High School Graduation
- Completion of a Bachelor's Degree within 4 years of High School Graduation

Data Collection Protocol: Data for grades K-8 will be collected through the MAP Suite program at the beginning and end of the year. Data for grades 9-12 will be collected through the IHE and National Student ClearingHouse in addition to local course enrollment and certification completion data through high school transcripts.

Section II

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

Baseline Data: Baseline data determined based on May 2022 Data.

Campus Rating Scale (C, or mid-range level, set to baseline average): Data Measure (I)- Rating Scale has been determined based on baseline data gathered in May 2022.

Data Measure (I): Elementary Primary, Elementary, Elementary Intermediate

Campus Letter Grade for Component	Minimum	Maximum	# of campuses at each letter grade (indicated by baseline data)
A	80%	100%	0
B	60%	79%	0
C	40%	59%	2
D	20%	39%	1
F	0%	19%	0

*See Appendix C for Score Calculation.

Data Measure (I): Middle School

Campus Letter Grade for Component	Minimum	Maximum	# of campuses at each letter grade (indicated by baseline data)
A	80%	100%	0
B	60%	79%	0
C	40%	59%	0
D	20%	39%	1
F	0%	19%	0

*See Appendix C for Score Calculation.

Data Measure (II)- High School

Campus Letter Grade for Component	Minimum	Maximum	# of campuses at each letter grade (indicated by baseline data)
A	40%	100%	0
B	25%	39%	0
C	10%	24%	1
D	5%	9%	0
F	0%	4%	0

* See Appendix D 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 and training provided by the Schlechty Center and focusing on implementation of the Common Instructional Framework that creates parameters for rigor through collaborative group work, writing to learn, scaffolding, effective questioning, classroom talk, and literacy groups.

Measure(s): Data will be measured as the summative total percentage of all observations reflecting implementation of two or more effective instructional strategies with each campus and district level administrator conducting a minimum of five learning walks per week so that all teachers are observed a minimum of two times between August-April of each school year. Example Target: Two or more effective Instructional Strategies are observed in at least 85% of the total walk-through's conducted (as relative to each specific campus and/or the district).

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.
- Effective 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.
- HQIM (High Quality Instructional Materials)- HQIM is being used in the classroom for universal , Tier 1 instruction for all students.
- Technology- Technology is used to transform students learning experiences.

Data Collection Protocol: Baseline data resultant from instructional walks conducted in Spring 2022 was used to establish subsequent scale and goals. Instructional walks will be conducted weekly and calibrated monthly among district and campus administrators. All campuses will have met a minimum of 90% of the total learning walk data gathered relative to the aim of five learnings walks per week per administrator.

Section II

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

Baseline Data: Baseline data based on May 2022.

Campus Rating Scale (C, or mid-range level, set to baseline average): Rating Scale has been determined based on baseline data gathered in May 2022.

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

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%	2
D	40%	59%	1
F	0%	39%	0

**The scale above is established off cumulative data for the district in the spring of 2022. The scale is reflective of a small sample size and limited establishment of instructional standards in the 2021-2022 school year. See Appendix B for BISD Learning Walks Data Collection Tool and Baseline Data Reporting.

School Type: Middle School, 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%	2
D	40%	59%	0
F	0%	39%	0

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. With this teachers implement interest inventories, personal goal setting, and progress monitoring with students at all levels through student portfolios and/or in FLEX/Homeroom periods.

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. Each response will be reported on a likert scale of 1-3 noting agree, disagree, or neutral.

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. Positive responses will be credited for all responses rated as a "3", noting "Agree".

Staff:
- My students set personal and academic goals.
- My students take ownership of their actions to work toward their goals.
- My students demonstrate confidence in their ability to be successful at achieving their goals.

Students:
- I set goals for myself.
- I have a plan and take steps to reach my goals.
- I am confident that I can achieve the goals I set for myself.

Parents:
- My child has personal and academic goals.
- My child takes steps to achieve his/her goals.
- My child believes he/she is capable of success.

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 determined on data available in April 2022.

Campus Rating Scale (C, or mid-range level, set to baseline average): Rating Scale based on baseline data gathered in April 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%	1
D	40%	59%	2
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)
A	80%	100%	0
B	60%	79%	0
C	40%	59%	2
D	20%	39%	0
F	0%	19%	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: 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. Each response will be reported on a likert scale of 1-3 noting agree, disagree, or neutral.

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 develop leadership and communication skills in BISD students.

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 based on data available in April 2022.

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

APPENDIX A-

BISD LEARNER TRAITS-SURVEY DATA

Each of the surveys administered by Bellville ISD to collect data relevant to our Local Accountability System can be accessed through the links listed below for view purposes only.

- o [Copy of 2022 BISD Parent Survey](#)
- o [Copy of 2022 BISD Student Survey](#)
- o [Copy of 2022 BISD Staff Survey](#)

2022 SURVEY DATA CLUSTERS

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's learning is connected to things he/she is interested in. **(Parents)**   - My teachers connect learning to things that I am interested in. **(Students)**   - I connect learning to things that my students are interested in. **(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)**

APPENDIX A-

BISD LEARNER TRAITS-SURVEY DATA

2022 SURVEY DATA CLUSTERS

DATA CLUSTER: The BISD Learner Demonstrates Drive and Personal Responsibility
- My child has personal and academic goals. **(Parents)**   - I set goals for myself. **(Students)**   - My students set personal and academic goals. **(Staff)**   - My child takes steps to achieve his/her goals. **(Parents)**   - I have a plan and take steps to reach my goals. **(Students)**   - My students take ownership of their actions and work toward their goals. **(Staff)**   - My child believe he/she is capable of success **(Parents)**   - I am confident that I can achieve the goals I set for myself. **(Students)**   - My students demonstrate confidence in their ability to be successful at achieving their goals. **(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)**

2022 BASELINE DATA REPORTING

	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

APPENDIX A-

BISD LEARNER TRAITS-SURVEY DATA

2022 BASELINE DATA REPORTING

	WE	OBP	OBI	BJHS	BHS
DATA CLUSTER: Demonstrates Drive and Personal Responsibility	**77%**	**55%**	**48%**	**67%**	**65%**
Affirmative Parent Responses	8	9	20	8	24
Affirmative Student Responses	0	0	81	76	47
Affirmative Staff Responses	12	7	9	63	55
Total Responses Received	26	29	229	219	194
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

2023 DATA REPORTING

	WE	OBP	OBI	BJHS	BHS
DATA CLUSTER: Recognizes and Applies Unique Gifts and Strengths	**87%**	**79%**	**50%**	**49%**	**54%**
Affirmative Parent Responses	165	153	136	446	529
Affirmative Student Responses	270	239	421	774	454
Affirmative Staff Responses	39	134	93	124	175
Total Responses Received w/n the Data Cluster	544	668	1296	2744	2160
DATA CLUSTER: Exhibits Kindness and Character	**85%**	**67%**	**53%**	**52%**	**59%**
Affirmative Parent Responses	129	112	121	300	406
Affirmative Student Responses	183	147	346	707	447
Affirmative Staff Responses	36	83	46	56	104
Total Responses Received w/n the Data Cluster	408	507	972	2058	1620
DATA CLUSTER: Demonstrates Drive and Personal Responsibility	**72%**	**70%**	**61%**	**66%**	**71%**
Affirmative Parent Responses	132	131	145	381	513
Affirmative Student Responses	203	167	407	920	545
Affirmative Staff Responses	33	56	40	61	86
Total Responses Received	408	507	972	2058	1620
DATA CLUSTER: Leads and Communicates Effectively	**74%**	**66%**	**60%**	**62%**	**68%**
Affirmative Parent Responses	128	115	150	359	482
Affirmative Student Responses	220	165	396	853	518
Affirmative Staff Responses	26	57	39	56	93
Total Responses Received	408	507	972	2058	1620

2024 DATA REPORTING

	WE	OBP	OBI	BJHS	BHS
DATA CLUSTER: Recognizes and Applies Unique Gifts and Strengths	**88%**	**70%**	**69%**	**68%**	**68%**
Affirmative Parent Responses	106	250	81	276	492
Affirmative Student Responses	338	572	604	1364	1307
Affirmative Staff Responses	53	207	101	131	289
Total Responses Received w/n the Data Cluster	684	1468	1148	2604	3060
DATA CLUSTER: Exhibits Kindness and Character	**75%**	**78%**	**76%**	**63%**	**73%**
Affirmative Parent Responses	88	169	58	197	356
Affirmative Student Responses	261	537	526	943	1112
Affirmative Staff Responses	33	147	69	95	195
Total Responses Received w/n the Data Cluster	513	1101	861	1953	2293
DATA CLUSTER: Demonstrates Drive and Personal Responsibility	**79%**	**79%**	**85%**	**78%**	**85%**
Affirmative Parent Responses	91	187	69	239	442
Affirmative Student Responses	286	551	595	1197	1307
Affirmative Staff Responses	37	135	70	94	204
Total Responses Received	513	1101	861	1953	2295
DATA CLUSTER: Leads and Communicates Effectively	**87%**	**83%**	**75%**	**75%**	**80%**
Affirmative Parent Responses	91	185	71	234	416
Affirmative Student Responses	314	591	512	1140	1210
Affirmative Staff Responses	32	136	66	88	199
Total Responses Received	513	1101	861	1953	2295

2025 DATA REPORTING

	WE	OBP	OBI	BJHS	BHS
DATA CLUSTER: Recognizes and Applies Unique Gifts and Strengths	**93%**	**81%**	**76%**	**81%**	**69%**
Affirmative Parent Responses	103	331	170	465	374
Affirmative Student Responses	396	779	710	1739	1356
Affirmative Staff Responses	58	212	114	157	162
Total Responses Received w/n the Data Cluster	596	1636	1320	2904	2744
DATA CLUSTER: Exhibits Kindness and Character	**91%**	**82%**	**75%**	**78%**	**75%**
Affirmative Parent Responses	72	249	131	349	289
Affirmative Student Responses	295	601	526	1238	1139
Affirmative Staff Responses	39	150	85	113	113
Total Responses Received w/n the Data Cluster	447	1227	990	2178	2058
DATA CLUSTER: Demonstrates Drive and Personal Responsibility	**94%**	**86%**	**86%**	**88%**	**86%**
Affirmative Parent Responses	78	271	160	421	340
Affirmative Student Responses	303	633	617	1384	1310
Affirmative Staff Responses	38	153	77	118	116
Total Responses Received	447	1227	990	2178	2058
DATA CLUSTER: Leads and Communicates Effectively	**96%**	**86%**	**84%**	**85%**	**81%**
Affirmative Parent Responses	79	276	162	401	322
Affirmative Student Responses	308	632	596	1335	1241
Affirmative Staff Responses	40	145	76	113	108
Total Responses Received	447	1227	990	2178	2058

APPENDIX B

BISD LEARNING WALKS

DATA COLLECTION TOOL: BISD LEARNING WALKS

BISD LEADER COMPLETING THE FORM

TEACHER'S NAME

CAMPUS

GRADE LEVEL

SUBJECT

DAY OF THE WEEK

TIME OF THE DAY

BISD LEARNING WALKS

CLEAR AND COMPELLING STANDARDS: Students are aware of the purpose of the learning.

- o   Yes - students can articulate what they are learning and why they are learning it.
- o   No- Students could not articulate what/why they are learning.
- o   Not Asked/Not Interrupted

NOTES:

WRITING TO LEARN: Students are actively engaged in exercises to think and write about a concept.

- o   Yes - students were observed engaged in low-stakes writing.
- o   Yes- students were engaged in mid-stakes writing.
- o   Not Observed
- •

NOTES:

APPENDIX B

BISD LEARNING WALKS

DATA COLLECTION TOOL: BISD LEARNING WALKS

SELECT THE TYPE OF WRITING OBSERVED:

- o   Entrance Tickets (low)
- o   Exit Tickets (low)
- o   Quick Write (low)
- o   Self-Assessment (low)
- o   Journaling (low)
- o   Chats/online discussions in Google Classroom (low)
- o   Writing to form predictions (low)
- o   Summarize key portions of reading (mid)
- o   Relate ideas across 2 texts (i.e. compare/contrast, analyze, justify, explain, defend, persuade) (mid)
- o   Respond to structured reading responses (mid)
- o   Short essays, summaries, and critical responses (mid)

NOTES:

SCAFFOLDING: It is clear that connections have been drawn between current and previous learning.

- o   Yes - instruction intentionally linked prior knowledge/skills to new concepts and increasingly difficult tasks.
- o   No- opportunities to connect to prior knowledge to increase present levels of understanding were missed.
- o   Not Observed

NOTES:

APPENDIX B

BISD LEARNING WALKS

DATA COLLECTION TOOL: BISD LEARNING WALKS

EFFECTIVE QUESTIONING: Effective questioning (by teacher or by the students) deepens classroom conversations and intellectual inquiry.

- Yes -teachers create opportunities for students to investigate and analyze their thinking, as well as the thinking of their peers/authors that they read.
- No- the level of questioning did not lead to higher order thinking.
- Not Observed

NOTES:

CLASSROOM TALK: The classroom is a space where students articulate their thinking and strengthen their voice.

- Yes - teacher serves as a facilitator as students engage in meaningful conversations about their learning.
- No-students were not engaged in meaningful conversations about their learning.

NOTES:

COLLABORATIVE GROUP WORK: Students engage in learning by construction group solutions or products.

- Yes - students are involved in collaborative group work with each person accountable for a specific role or task.
- No-students are working together, but their work lacks purposefulness and intentionality.
- Not observed.

NOTES:

APPENDIX B

BISD LEARNING WALKS

DATA COLLECTION TOOL: BISD LEARNING WALKS

FEEDBACK: Classroom culture of providing frequent specific feedback focusing on the "Work: (rather than the person) to improve learning outcomes:

- Yes - teacher challenges deeper understanding to help students to construct meaning and reflect on their learning.
- Yes- students self-reflect on their own work to attain goals.
- Not observed

NOTES:

HQIM: Are the adopted high quality instructional materials being used in the classroom for universal, Tier I instruction for all?

  o   Yes

  o   No

TECHNOLOGY: Is technology being used in a way that transforms the students' learning experience. .

  o   Yes - technology is being used to expand the classroom walls and/or by students to create knowledge and content

  o   No- technology is being used but as a substitute more so than to enhance learning.

  o   Not Observed

NOTES:

SUMMATION: Were two or more effective instructional strategies observed during this learning walk?

  o   Yes

  o   No

APPENDIX B

BISD LEARNING WALKS

BASELINE DATA REPORTING: BISD LEARNING WALKS, SPRING 2022

	WE	OBP	OBI	BJHS	BHS
Number of Observations During Which Two or More Instructional Strategies were Observed	3	1	6	3	5
Total Number of Observations	4	2	8	4	7
COMPONENT SCORE: **% Of Observations During Which Two or More Instructional Strategies Were Observed**	**75%**	**50%**	**75%**	**75%**	**71%**

DATA REPORTING: BISD LEARNING WALKS, SY 2022-2023

	WE	OBP	OBI	BJHS	BHS
FIRST NINE WEEK REPORTING PERIOD					
Number of Observations During Which Two or More Effective Instructional Strategies were Observed	43	56	38	77	91
Total Number of Observations: (Minimum 80)	45	59	41	90	105
SECOND NINE WEEK REPORTING PERIOD					
Number of Observations During Which Two or More Effective Instructional Strategies were Observed	21	34	28	32	35
Total Number of Observations: (Minimum 70)	22	43	29	34	36
THIRD NINE WEEK REPORTING PERIOD					
Number of Observations During Which Two or More Effective Instructional Strategies were Observed	40	19	59	25	70
Total Number of Observations: (Minimum 90)	41	29	64	25	74
FOURTH NINE WEEK REPORTING PERIOD					
Number of Observations During Which Two or More Effective Instructional Strategies were Observed	12	2	46	3	40
Total Number of Observations: (Minimum 90)	12	6	48	6	40
SUMMATIVE COMPONENT SCORE: **% Of Observations During Which Two or More Effective Instructional Strategies Were Observed for SY 22-23**	**97%**	**81%**	**94%**	**88%**	**93%**

DATA REPORTING: BISD LEARNING WALKS, SY 2023-2024

	WE	OBP	OBI	BJHS	BHS
FIRST NINE WEEK REPORTING PERIOD					
Number of Observations During Which Two or More Effective Instructional Strategies were Observed	34	37	75	70	80
Total Number of Observations: (Minimum 80)	35	43	77	74	80
SECOND NINE WEEK REPORTING PERIOD					
Number of Observations During Which Two or More Effective Instructional Strategies were Observed	46	44	46	32	68
Total Number of Observations: (Minimum 70)	47	44	46	35	68
THIRD NINE WEEK REPORTING PERIOD					
Number of Observations During Which Two or More Effective Instructional Strategies were Observed	14	46	48	21	41
Total Number of Observations: (Minimum 90)	14	47	48	22	43
FOURTH NINE WEEK REPORTING PERIOD					
Number of Observations During Which Two or More Effective Instructional Strategies were Observed	6	4	31	19	26
Total Number of Observations: (Minimum 90)	6	4	32	20	28
SUMMATIVE COMPONENT SCORE: **% Of Observations During Which Two or More Effective Instructional Strategies Were Observed for SY 23-24**	**98%**	**95%**	**99%**	**94%**	**98%**

DATA REPORTING: BISD LEARNING WALKS, SY 204-2025

	WE	OBP	OBI	BJHS	BHS
FIRST NINE WEEK REPORTING PERIOD					
Number of Observations During Which Two or More Effective Instructional Strategies were Observed	58	53	74	46	96
Total Number of Observations: (Minimum 80)	67	53	74	53	106
SECOND NINE WEEK REPORTING PERIOD					
Number of Observations During Which Two or More Effective Instructional Strategies were Observed	27	28	25	14	30
Total Number of Observations: (Minimum 70)	31	33	25	14	34

THIRD NINE WEEK REPORTING PERIOD					
Number of Observations During Which Two or More Effective Instructional Strategies were Observed	61	24	54	136	117
Total Number of Observations: (Minimum 90)	67	30	54	144	126
FOURTH NINE WEEK REPORTING PERIOD					
Number of Observations During Which Two or More Effective Instructional Strategies were Observed	26	18	21	6	38
Total Number of Observations: (Minimum 90)	26	18	21	7	38
SUMMATIVE COMPONENT SCORE: **% Of Observations During Which Two or More Effective Instructional Strategies Were Observed for SY 24-25**	**90%**	**92%**	**99%**	**93%**	**92%**

APPENDIX C

VALUES LEARNING AND PERSONAL GROWTH

DATA COLLECTION TOOL: MAP GROWTH

Data Measure (1)- Data will be gathered through review of student growth on MAP suite assessments from the beginning and end of year progress assessments for ELAR and Math in grades K-8. Baseline data for grades k-8 will be collected in the 21-22 SY. A cumulative score will be generated by summing the % of students meeting or exceeding MAP Growth Measures in Math for each grade level and the % of students meeting or exceeding MAP Growth Measures in Reading for each grade level for a total cumulative score reflecting the % of all students on the campus meeting or exceeding MAP Growth Measures in Reading (50% weight) and Math (50% weight).

2022 BASELINE DATA REPORTING: MAP GROWTH

	WE	OBP	OBI	BJHS
MATH				
Number of Students who Met Their Growth Projection	58	185	90	133
Number of Students Evaluated w/ Growth Projections	163	467	228	505
ELAR-READING				
Number of Students who Met Their Growth Projection	73	196	81	147
Number of Students Evaluated w/ Growth Projections	160	462	230	428
ALL SUBJECTS				
Number of Students who Met Their Growth Projection	131	381	171	280
Number of Student w/ Growth Projections	323	929	458	933
Summative Component Score: Total % of Students who met MAP Growth Projections in Reading and Math	**41%**	**41%**	**37%**	**30%**

2023 DATA REPORTING: MAP GROWTH

	WE	OBP	OBI	BJHS
MATH				
Number of Students who Met Their Growth Projection	110	246	164	303
Number of Students Evaluated w/ Growth Projections	155	450	237	436
ELAR-READING				
Number of Students who Met Their Growth Projection	109	217	136	166
Number of Students Evaluated w/ Growth Projections	155	448	227	470
ALL SUBJECTS				
Number of Students who Met Their Growth Projection	219	463	300	469
Number of Student w/ Growth Projections	310	898	464	906
Summative Component Score: Total % of Students who met MAP Growth Projections in Reading and Math	**71%**	**52%**	**65%**	**52%**

2024 DATA REPORTING: MAP GROWTH

	WE	OBP	OBI	BJHS
MATH				
Percent of Students who Met or Exceeded Growth Projection	58	44	51	62
ELAR-READING				
Percent of Students who Met or Exceeded Growth Projection	58	48	44	35
ALL SUBJECTS				
Summative Component Score: **Total % of Students who met MAP Growth Projections in Reading and Math**	**58%**	**46%**	**47%**	**49%**

2025 DATA REPORTING: MAP GROWTH

	WE	OBP	OBI	BJHS
MATH				
Percent of Students who Met or Exceeded Growth Projection	70%	54%	56%	59%
ELAR-READING				
Percent of Students who Met or Exceeded Growth Projection	62%	56%	44%	37%
ALL SUBJECTS				
Summative Component Score: **Total % of Students who met MAP Growth Projections in Reading and Math**	**66%**	**55%**	**50%**	**48%**

APPENDIX D

VALUES LEARNING AND PERSONAL GROWTH

2022 BASELINE DATA COLLECTION AND REPORTING

	Number of Students Meeting at Least one Criteria	Total Students	% Students Meeting at Least One Criteria
Class of 2017	37	161	22.98%
Class of 2018	30	152	19.74%
Class of 2019	22	171	12.87%
Class of 2020	22	167	13.17%
Class of 2021	35	187	18.72%
Class of 2022	28	163	17.18%
Total	**174**	**1001**	**17.38%**

2023 DATA REPORTING

	Number of Students Meeting at Least one Criteria	Total Students	% Students Meeting at Least One Criteria
Class of 2018	38	152	25.00%
Class of 2019	27	171	15.79%
Class of 2020	22	167	13.17%
Class of 2021	35	187	18.72%
Class of 2022	28	163	17.18%
Class of 2023	77	145	53.10%
Total	**227**	**985**	**23.05%**

2024 DATA REPORTING

	Number of Students Meeting at Least one Criteria	Total Students	% Students Meeting at Least One Criteria
Class of 2019	30	171	17.54%
Class of 2020	23	167	13.77%
Class of 2021	35	187	18.72%
Class of 2022	28	163	17.18%
Class of 2023	77	145	53.10%
Class of 2024	79	174	45.40%
Total	**272**	**1,007**	**27.01%**

	Number of Students Meeting at Least one Criteria	Total Students	% Students Meeting at Least One Criteria
Class of 2019	30	171	17.54%
Class of 2020	23	167	13.77%
Class of 2021	35	187	18.72%
Class of 2022	28	163	17.18%
Class of 2023	77	145	53.10%
Class of 2024	79	174	45.40%
Class of 2025	122	183	66.67%
Total	**395**	**1019**	**38.76%**

Criteria referenced above include the percent of students within each graduating class who have fulfilled at least one of the credentials listed below:

● Completion of an approved industry-based certification
● 12 or More Dual Credit Hours
● Completion of an Associate's Degree prior to High School Graduation
● Completion of a Bachelor's Degree within 4 years of High School Graduation

Data is gathered from local transcripts, PEIMS Data, and National Student ClearingHouse Data.

APPENDIX E

2025 CAMPUS LOCAL ACCOUNTABILITY RATINGS

WEST END ELEMENTARY	91 l A

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	93	15%
Exhibits kindness and character-Survey Data	Culture & Climate	91	15%
Values learning and personal growth-MAP Growth RLA & Math	Academics	83	20%
Thinks critically and creatively-Learning Walks	Academics	90	20%
Demonstrates drive and personal growth.-Survey Data	Future-Ready Learning	94	15%
Leads and communicates effectively.-Survey Data	Future-Ready Learning	96	15%

O'BRYANT PRIMARY	84 l B

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	81	15%
Exhibits kindness and character-Survey Data	Culture & Climate	82	15%
Values learning and personal growth-MAP Growth RLA & Math	Academics	77	20%
Thinks critically and creatively-Learning Walks	Academics	92	20%
Demonstrates drive and personal growth.-Survey Data	Future-Ready Learning	86	15%
Leads and communicates effectively.-Survey Data	Future-Ready Learning	86	15%

O'BRYANT INTERMEDIATE

83 | B

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	74	15%
Exhibits kindness and character-Survey Data	Culture & Climate	77	15%
Values learning and personal growth-MAP Growth RLA & Math	Academics	75	20%
Thinks critically and creatively-Learning Walks	Academics	99	20%
Demonstrates drive and personal growth.-Survey Data	Future-Ready Learning	86	15%
Leads and communicates effectively.-Survey Data	Future-Ready Learning	84	15%

BELLVILLE JUNIOR HIGH

85 | B

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	81	15%
Exhibits kindness and character-Survey Data	Culture & Climate	79	15%
Values learning and personal growth-MAP Growth RLA & Math	Academics	74	20%
Thinks critically and creatively-Learning Walks	Academics	94	20%
Demonstrates drive and personal growth.-Survey Data	Future-Ready Learning	94	15%
Leads and communicates effectively.-Survey Data	Future-Ready Learning	85	15%

BELLVILLE HIGH SCHOOL	**82 I B**

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	**70**	18%
Exhibits kindness and character-Survey Data	Culture & Climate	**77**	18%
Values learning and personal growth-Certification/Degree Data	Academics	**89**	8%
Thinks critically and creatively-Learning Walks	Academics	**92**	20%
Demonstrates drive and personal growth.-Survey Data	Future-Ready Learning	**93**	18%
Leads and communicates effectively.-Survey Data	Future-Ready Learning	**81**	18%