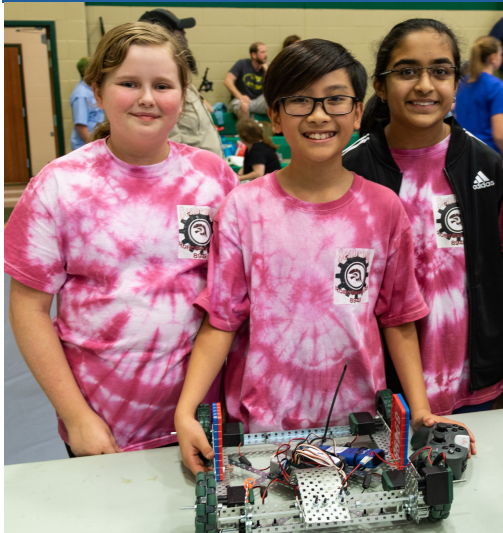




THE CLEAR CREEK INDEPENDENT SCHOOL DISTRICT

VISIONARY LEADERS IN EDUCATION



THE CLEAR CREEK INDEPENDENT SCHOOL DISTRICT 2019-20 COMMUNITY-BASED ACCOUNTABILITY REPORT

SEVENTH EDITION

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CLEAR CREEK INDEPENDENT SCHOOL DISTRICT
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WWW.CCISD.NET

MAY 2021 FINAL



THE CLEAR CREEK INDEPENDENT SCHOOL DISTRICT

VISIONARY LEADERS IN EDUCATION

2019-20 COMMUNITY-BASED
ACCOUNTABILITY REPORT

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2019-20 COMMUNITY-BASED ACCOUNTABILITY REPORT

A community-based accountability system (CBAS) provides a framework for accountability based on the needs of the community it serves. In Clear Creek Independent School District, a community-based accountability system (CBAS) allows the school board and District leaders to define school accountability in terms of what the community values, looking at more than the results of a state assessment. This multiple-measures approach to accountability includes data sources such as stakeholder surveys, focus groups, classroom assessments, budgets, and attendance rates, in addition to state accountability tests and performance measures. Based on these rich and varied data sources, throughout the year, District staff observe, measure, and analyze aspects of student learning and collect evidence that inform the annual community-based accountability report outlined in the pages that follow.

Driven by our core values, responsibility for high quality education lies at the heart of what we do in Clear Creek ISD, and the community-based accountability report (CBAR) demonstrates our progress toward educational goals. The following report provides data to answer these questions:

Student Learning and Progress

We will inspire learning through an array of personalized opportunities and experiences.

- To what extent have District instructional offerings further developed student agency?
- To what extent have students in Clear Creek ISD engaged in personalized opportunities to meet their unique educational needs?

Student Readiness

We will provide support to meet the needs and aspirations of each student.

- To what extent have students demonstrated readiness for the next school year?
- To what extent have students demonstrated readiness for life after high school?

Safety and Well-being

We will ensure safe and nurturing learning environments.

- To what extent has the District supported the physical safety needs of students, staff, families, and the community?
- To what extent has the District supported the social-emotional needs of its stakeholders?

Engaged, Well-rounded Students

We will ensure each student is prepared to assume their role as a productive citizen.

- To what extent has the District addressed the diverse needs of students?
- To what extent has District prepared students to be future-ready?
- To what extent have the District's Core Values encouraged students to take responsibility for and ownership of their learning and behavior?

Community Engagement and Partnerships

We will broaden and strengthen connections within our communities.

- To what extent has the District provided volunteer opportunities to encourage community participation?
- To what extent has the District encouraged communication with the community?

Fiscal and Operational Systems

We will ensure mutual understanding and support through effective communication.

- To what extent do fiscal resources support the strategic initiatives of Clear Creek ISD?
- To what extent has the District demonstrated sound stewardship of taxpayer money?

Professional Learning/Quality Staff

We will build capacity for organizational change.

- To what extent has the District supported the professional needs of teachers and staff?
- To what extent has professional learning provided by the District improved teacher efficacy and student learning outcomes?





DR. LAURA DUPONT

JAY CUNNINGHAM

ARTURO SANCHEZ

SCOTT BOWEN

JENNIFER BRODDLE

PAGE RANDER

MICHELLE DAVIS

WE BELIEVE... THE MEASURE OF ANY COMMUNITY IS THE SUCCESS OF ITS CHILDREN

A MESSAGE TO OUR COMMUNITY

DR. LAURA DUPONT, CCISD BOARD PRESIDENT

May 2021

The mission of the Clear Creek Independent School District is to ensure each student achieves, contributes and leads with integrity. Achieving this mission takes much more than a focus on high-stakes standardized testing and a state accountability system that devalues the unique talents and achievements of each student through a single district grade. It takes a different, innovative system to effectively demonstrate how the people in CCISD accomplish this mission that also illustrates how the mission is being supported through safe and nurturing learning environments, authentic relationships, service before self, and the spirit of exploration.

In 2013, CCISD was one of the first districts in the state of Texas to initiate work on a community-based accountability system. A system that would reflect, honor and support all of the different facets of the work being done to support students every day. We have refined and strengthened this system each year, constantly driving towards an internal system of assessment and accountability that not only meets the general state standards but allows us to customize and better communicate the quality of work being done on campuses and throughout the district to meet the specific needs and interests of our students and our greater community.

As the system has matured, the board has worked to align the community-based accountability measures with our strategic plan and the board-developed superintendent targets. In the 2019-20 report, you will find this alignment evident through the presentation of performance results in 7 Key Pillar areas:

- Student Learning and Progress
- Student Readiness
- Safety and Well-being
- Engaged, Well-rounded students
- Community Engagement and Partnerships
- Fiscal and Operational Systems
- Professional Learning/Quality Staff

We want to be held accountable to these areas that our community has continually defined as most important. I believe that as you look through this report, you will get a broader and deeper look into our district than just considering the annual performance on STAAR tests. You will find a community-based accountability system that is rigorous and student centered. A system that values and respects each child and helps us all continuously improve the processes through which teaching and learning happen every day.

COMMUNITY INPUT ON EDUCATION GOALS IN CCISD

QUALITY OF TEACHING STAFF

CURRICULUM AND COURSES OFFERED

MAINTAINING STUDENT DISCIPLINE

SIZE OF CLASSES

STUDENT ACCESS TO TECHNOLOGY

UPDATED SCHOOL FACILITIES

VARIETY OF EXTRACURRICULAR ACTIVITIES

HIGH LEVELS OF COMMUNITY INVOLVEMENT

HIGH SCORES ON SAT/ACT

REPUTATION OF THE SCHOOL

HIGH SCORES ON STAAR

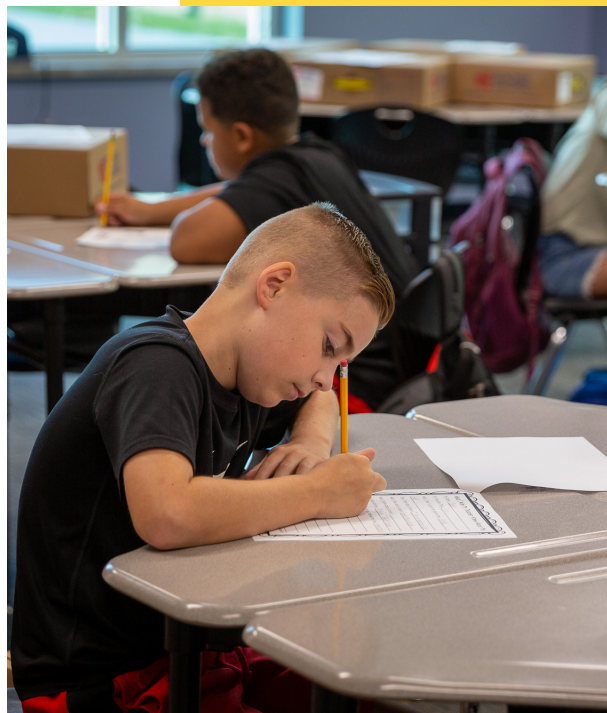
SOURCE: YOUTH TRUTH MAY 2019; BACELICE AND ASSOCIATES 2014; 2016

CHARACTERISTICS OF A HIGH-QUALITY EDUCATION SYSTEM

Clear Creek ISD's community-based accountability system builds on community-informed characteristics of a high-quality education system. These characteristics form community-based accountability system pillars, later adopted by the Texas Public Accountability Consortium (TPAC), listed below, upon which this report is based.

- Student Learning and Progress
- Student Readiness
- Safety and Well-being
- Engaged, Well-rounded Students
- Community Engagement and Partnerships
- Fiscal and Operational Systems
- Professional Learning/Quality Staff

In CCISD, the Community-Based Accountability System (CBAS) correlates to the District Strategic Plan and Superintendent Targets, thus creating a true system of accountability linked to goals, actions, timelines, data collection, and results analysis for improved instruction.



STUDENT LEARNING & PROGRESS

We will inspire learning through an array of personalized opportunities and experiences

STUDENT READINESS

We will provide support to meet the needs and aspirations of each student

SAFETY & WELL-BEING

We will ensure safe and nurturing learning environments

ENGAGED, WELL-ROUNDED STUDENTS

We will ensure each student is prepared to assume their role as a productive citizen

COMMUNITY ENGAGEMENT & PARTNERSHIPS

We will inspire learning through an array of personalized opportunities and experiences

FISCAL & OPERATIONAL SYSTEMS

We will ensure mutual understanding and support through effective communication

PROFESSIONAL LEARNING/QUALITY STAFF

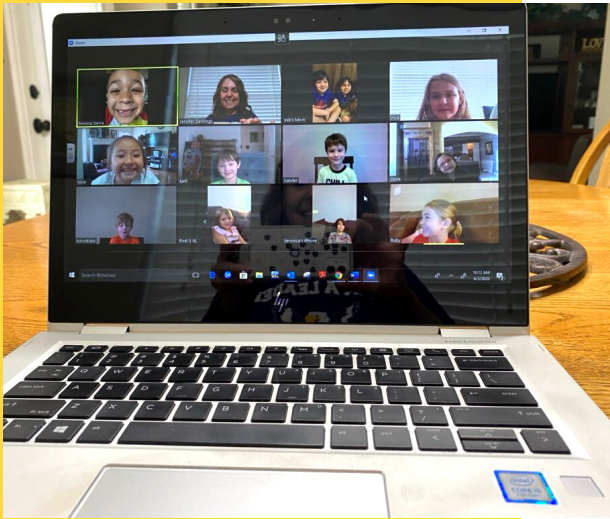
We will build capacity for organizational change

A NEW VISION OF ACCOUNTABILITY

Clear Creek ISD has emerged as a “thought leader” at the forefront of educational accountability. Since 2013, the District has led statewide efforts as part of the Texas High Performance Schools Consortium to encourage other local school districts to create community-based accountability systems (CBAS) that ensure student success is monitored, measured, and reported based on what local stakeholders feel is most important. The Texas Public Accountability Consortium now leads the charge in supporting over 50 districts throughout the state to create similar reports for their communities.

This year marks the seventh year the District has issued a Community-Based Accountability report based on factors valued by the community, reflected in Community-Based Accountability pillars depicted to the left.

DISTRICT RESPONSE TO PANDEMIC, SPRING 2020



Addressing imminent threat posed by the novel coronavirus (COVID-19) in Texas, Governor Greg Abbott issued a series of Executive Orders mandating the closure of Texas Public Schools, beginning with a disaster proclamation on Friday, March 13, 2020. Following state Executive Orders, Clear Creek Independent School District (CCISD) closed all instructional facilities and transitioned to online delivery of instruction from Monday, March 16, 2020 to Thursday, May 28, 2020. Despite unprecedented challenges, instruction in CCISD adapted to new and changing pandemic restrictions, and instruction continued throughout the school year.

The Community-Based Accountability Report (CBAR) for 2019-20 would not be complete without a discussion of the impact of the global pandemic on teaching and learning in CCISD. While activity ceased within the halls and walls of District classrooms, efforts to teach and support our students and community accelerated. Instruction in Clear Creek ISD in Spring 2020 shifted to meet the changing needs of our community, our state, our country, and our world. This section highlights District actions to provide continuous support for all District stakeholders and learning opportunities for our students. The two signaling questions that follow address District efforts to meet the needs to students and families in CCISD, both the educational needs and the humanitarian ones.

To what extent did students participate in learning in Spring 2020?

The change in location of learning due to the closure of physical campuses did not alter the mission of CCISD to ignite learning for all. The District continued to collect data related to the engagement of students in learning opportunities provided by campus leadership, teachers, and staff.

To what extent were community needs met during school closures in Spring 2020?

By March 16, 2020, the district published a list of digital learning resources as a guide for families to support students learning from home in grades K-12. Over Spring Break and into the fourth (4th) nine weeks of the 2019-20 school year, District Curriculum Coordinators, in partnership with principals, assistant principals, Instructional Coaches and teachers, quickly revised instructional materials and resources to support at-home learning, and schools worked to distribute paper and electronic resources to students and families.

DIGITAL LEARNING RESOURCES

ALL LEVELS

- SINGLE-SIGN ON PORTAL (SSO), INCLUDING APPLICATIONS AND TEXTBOOKS
- ITSLEARNING
- SKYWARD
- OFFICE365
- KHAN ACADEMY
- LEARN360
- NEWSELA
- MICROSOFT TEAMS

ELEMENTARY

- SEESAW/CLASS DOJO
- TUMBLEBOOKS LIBRARY
- DREAMBOX
- GO MATH
- STEMSCOPES
- NATIONAL GEOGRAPHIC

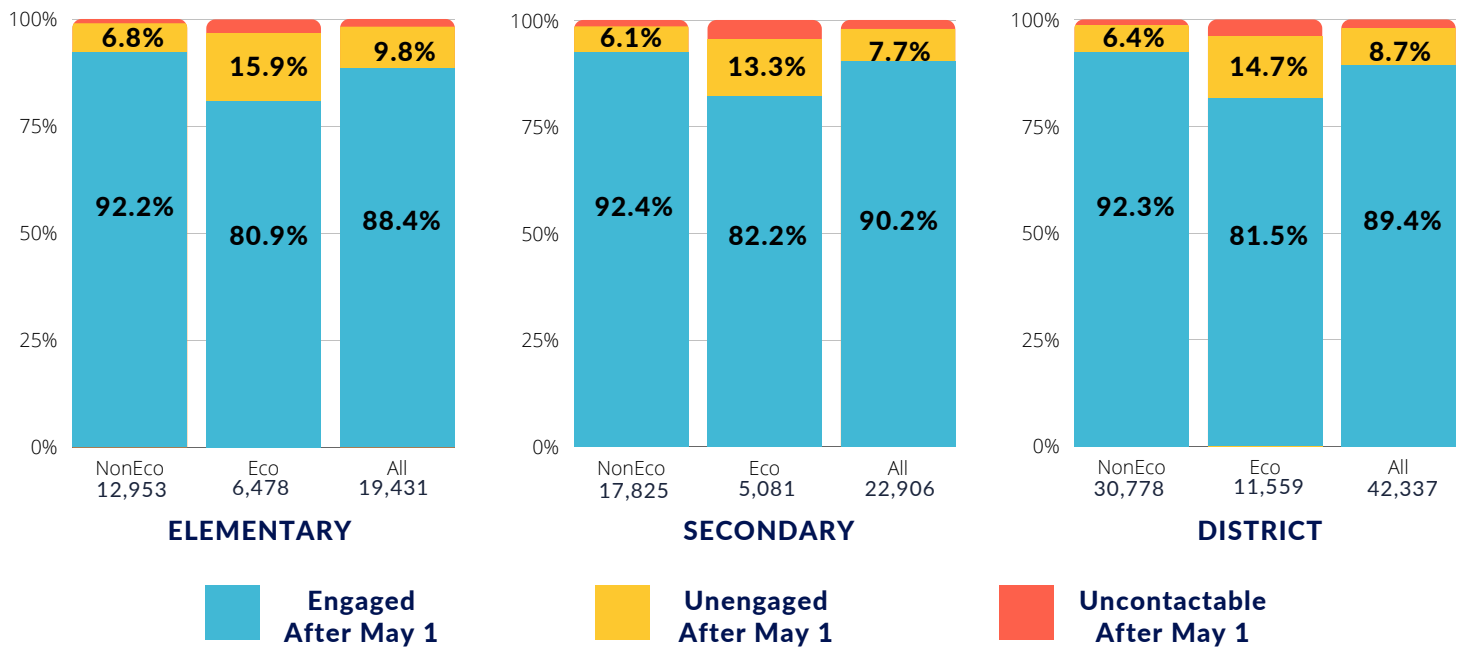
SECONDARY

- AP COLLEGE BOARD
- GO MATH
- EDGENUITY
- TOMRICHEY.NET
- NATIONAL GEOGRAPHIC
- DIGITAL HISTORY

DISTRICT RESPONSE TO PANDEMIC, SPRING 2020

Of the District's 42,337 students, 89.4% remained engaged in asynchronous work throughout the shutdown; however, 8.7% of students were unengaged by May 2020 and 2.0% of students were uncontactable despite efforts made by teachers, counselors, and administrators. Additionally, the District determined that the percentage of both unengaged students and uncontactable students who were economically disadvantaged was more than double the percentage of students for each category who were not economically-disadvantaged. With pandemic learning so reliant on access to technology and the Internet, the District worked hard to increase the availability of computers and wireless hotspots to students who needed them. The below graphs show the levels of student engagement throughout the spring 2020 school closure.

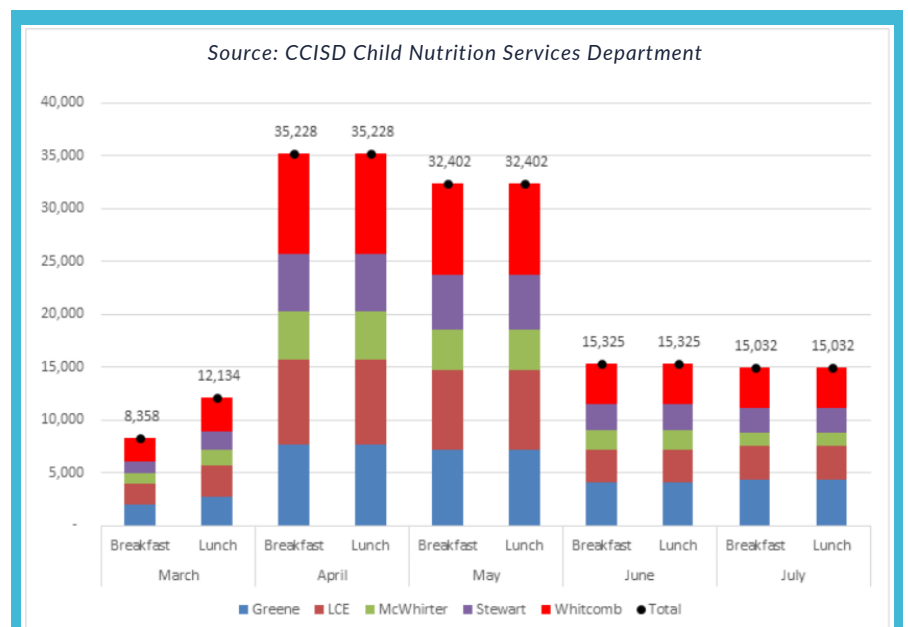
STUDENT ENGAGEMENT/CONTACT DURING SCHOOL CLOSURE



Source: CCISD Department of Technology

MEAL DISTRIBUTION FROM MARCH-JULY 2020

Additionally, the District served meals to students in the District during the period of facility closures and into the summer. In March 2020, the Child Nutrition Services Department made lunches available to CCISD families. In April and May, the District expanded its service to include breakfast, too. Meals were distributed during a variety of times of day at Greene, League City, Stewart, and Whitcomb Elementary schools. A total of 237,776 meals were served during the period of school closure in March, April, and May, as well as June and July 2020.



WHAT WE VALUE

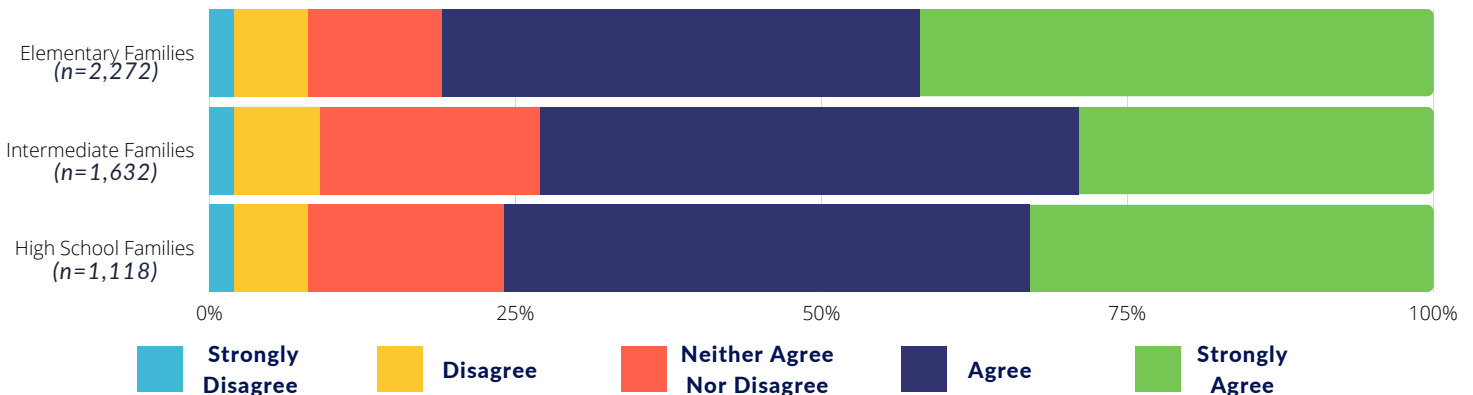
THE MISSION OF THE CLEAR CREEK INDEPENDENT SCHOOL DISTRICT, THE VISIONARY LEADER IGNITING LEARNING FOR ALL, IS TO ENSURE EACH STUDENT ACHIEVES, CONTRIBUTES, AND LEADS WITH INTEGRITY IN A SAFE AND NURTURING ENVIRONMENT DISTINGUISHED BY AUTHENTIC RELATIONSHIPS, SERVICE BEFORE SELF AND THE SPIRIT OF EXPLORATION.



At Clear Creek ISD, we are on mission to serve our community based on the unique needs of students, families, teachers, staff, and the community. District leaders listen to the needs of its stakeholders through various channels, including public meetings, forums, and surveys. Specifically, one way the District systematically elicits stakeholder input is through Culture Climate surveys.

In 2018-19, Clear Creek ISD partnered with YouthTruth, a third-party, national nonprofit research organization, to administer Culture Climate surveys to students, families, and District staff for the purpose of collecting data pertaining to school and District practices. Results from the Spring 2019 survey provide a range of perspectives on what our community expects in a school system. Throughout this report, salient data from the Spring 2019 YouthTruth survey provide insight to inform District educational practice. As an introduction, the figure below indicates the extent to which CCISD schools set high expectations for students and for the families who feel the district falls short on meeting expectations.

MY SCHOOL SETS HIGH EXPECTATIONS FOR STUDENTS



Source: Spring 2019 YouthTruth Survey to Families

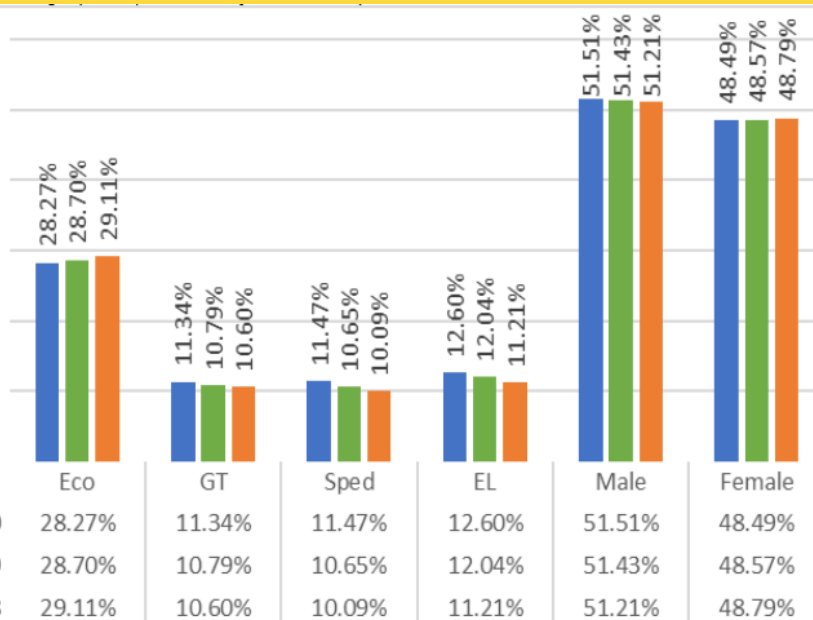
WHO ARE WE AT CCISD?

Clear Creek ISD is home to a diverse community, united in our Core Values of trustworthiness, respect, responsibility, fairness, caring, and citizenship. Enrollment in 2019-20 increased by 183 students in 2018-19 and 70 students in 2017-18, for a three-year enrollment growth of 250 students.

2019-20 CCISD DEMOGRAPHICS

Grade	Count	Percent	Black or African American	Hispanic or Latino	White	American Indian or Alaskan Native	Asian	Native Hawaiian or Pacific Islander	Two or more races
EE	267	0.63%	8.99%	31.09%	47.94%	0.00%	4.49%	0.37%	7.12%
PK	1,078	2.54%	9.37%	47.77%	24.21%	0.37%	13.73%	0.28%	4.27%
KG	2,837	6.69%	7.47%	32.57%	46.49%	0.14%	7.97%	0.11%	5.25%
1	2,883	6.80%	7.25%	32.67%	46.76%	0.38%	7.49%	0.14%	5.31%
2	2,937	6.93%	6.81%	33.47%	45.86%	0.31%	8.72%	0.20%	4.63%
3	2,989	7.05%	7.29%	32.42%	47.61%	0.23%	7.76%	0.13%	4.55%
4	3,100	7.31%	7.68%	33.71%	45.65%	0.13%	8.00%	0.19%	4.65%
5	3,149	7.43%	7.68%	32.96%	45.16%	0.19%	8.80%	0.10%	5.11%
6	3,268	7.71%	8.75%	31.67%	45.62%	0.12%	8.57%	0.12%	5.14%
7	3,282	7.74%	8.71%	31.32%	45.19%	0.18%	9.75%	0.03%	4.81%
8	3,283	7.75%	9.20%	31.13%	44.75%	0.30%	9.84%	0.18%	4.60%
9	3,661	8.64%	8.36%	34.47%	43.40%	0.25%	9.18%	0.14%	4.21%
10	3,375	7.96%	9.19%	29.84%	45.13%	0.33%	10.81%	0.12%	4.59%
11	3,262	7.70%	7.57%	29.61%	47.49%	0.18%	10.82%	0.18%	4.14%
12	3,017	7.12%	8.42%	28.04%	47.43%	0.30%	11.34%	0.13%	4.34%
2019-20	42,388	100%	8.10%	32.24%	45.29%	0.24%	9.28%	0.14%	4.71%
2018-19	42,205	100%	8.19%	31.35%	45.83%	0.26%	9.56%	0.14%	4.68%
2017-18	42,135	100%	8.29%	30.92%	46.11%	0.25%	9.71%	0.17%	4.55%

Source: PEIMS Snapshot data (enrollment as of the last Friday in October)



This table provides a graphical representation of District demographics from 2017 to 2020 and the fluctuation in student group populations.

Eco: Economically Disadvantaged
GT: Gifted and Talented
Sped: Special Education Services
EL: English Learners

Source: PEIMS Snapshot data (enrollment as of the last Friday in October)

ANNUAL ATTENDANCE RATE & CAMPUS ENROLLMENT

School attendance rates may reflect the extent to which students are engaged in their learning. A three-year analysis of attendance rates suggests stable attendance rates in the District, although analysis of attendance by grading period indicates a trend to lower attendance rates in the third and sixth six weeks.

Campus Name	2019-20 Enrollment	2018-19 Enrollment	2017-18 Enrollment
Clear Brook High School	2,327	2,258	2,200
Clear Creek High School	2,476	2,391	2,352
Clear Falls High School	2,643	2,773	2,667
Clear Horizons ECHS	447	443	441
Clear Lake High School	2,340	2,325	2,330
Clear Path Alternative School	88	86	84
Clear Springs High School	2,832	2,815	2,721
Clear View High School	186	210	212
Bayside Intermediate School	861	874	817
Brookside Intermediate School	980	892	810
Clear Creek Intermediate School	769	756	805
Clear Lake Intermediate School	894	930	926
Creekside Intermediate School	925	915	943
League City Intermediate School	1,043	1,066	1,070
Seabrook Intermediate School	976	958	1,019
Space Center Intermediate School	1,044	1,030	978
Victory Lakes Intermediate School	1,119	1,126	1,091
Westbrook Intermediate School	1,195	1,141	1,204
Armand Bayou Elementary School	544	576	548
Bauerschlag Elementary School	861	949	944
Bay Elementary School	660	723	736
Brookwood Elementary School	829	757	752
Campbell Elementary School	645	**	**
Clear Lake City Elementary School	561	601	589
Ed White Elementary School	652	641	608
Falcon Pass Elementary School	536	613	619
Ferguson Elementary School	763	699	762
Gilmore Elementary School	732	874	892
Goforth Elementary School	851	897	890
Greene Elementary School	708	679	727
Hall Elementary School	514	561	871
Hyde Elementary School	731	653	653
Landolt Elementary School	806	851	864
League City Elementary School	783	501	635
McWhirter Elementary School	828	901	882
Mossman Elementary School	767	988	845
North Pointe Elementary School	738	802	747
Parr Elementary School	806	837	845
Robinson Elementary School	544	482	487
Ross Elementary School	647	633	623
Stewart Elementary School	784	810	874
Ward Elementary School	594	561	585
Weber Elementary School	943	937	932
Wedgewood Elementary School	752	729	730
Whitcomb Elementary School	661	654	702
Clear Creek ISD Total Enrollment*	42,388	42,205	42,135

Source: PEIMS Snapshot data (enrollment as of the last Friday in October)

* Total Enrollment includes enrollment in JJAEPs based on Snapshot data.

** Campbell Elementary School opened in the fall of 2019-20.

ATTENDANCE RATES

2019-20* 95.6%

2018-19 95.5%

2017-18 95.4%

*The attendance period for 2019-20 was shortened due to in-school closures in response to COVID-19.

Source: PEIMS files as accessed through OnPoint: OnData Suite

HOME LANGUAGES OF CCISD STUDENTS

- AFRIKAANS
- CZECH
- HINDI
- MALAYALAM
- SLOVENIAN
- AKAN
- DANISH
- HUNGARIAN
- MANDARIN
- SOMALI
- ALBANIAN, GHEG
- DUTCH/ FLEMISH
- IBO/IGBO
- MARATHI
- SPANISH
- ALBANIAN, TOSK
- EFIK
- ILONGGO
- NATIVE AMERICAN LANGUAGES
- SWAHILI
- AMHARIC
- ENGLISH
- INDONESIAN
- LUGANDA
- NEPALI
- SWEDISH
- ARABIC
- ESKIMO
- ITALIAN
- NORWEGIAN
- TAIWANESE/ FORMOSAN/ MIN NAN
- BENGALI
- ESTONIAN
- JAPANESE
- PANJABI
- TAMIL
- BOSNIAN
- ETHIOPIC
- KACHE
- PASHTO
- TELUGU
- BULGARIAN
- FARSI
- KANNADA
- PILIPINO
- THAI
- BURMESE
- FINNISH
- KANURI
- POLISH
- SINHALESE
- TIGRINYA
- CAMBODIAN
- FRENCH
- KICKAPOO
- PORTUGUESE
- TURKISH
- CANTONESE
- GERMAN
- KONKANI
- ROMANIAN
- UKRAINIAN
- CEBUANO
- GREEK
- KOREAN
- RUSSIAN
- URDU
- CHAOCHOW/ TEOCHIU
- GUJARATI
- LAOTIAN
- SHANGHAI
- VIETNAMESE
- CHINESE
- HAKKA
- LITHUANIAN
- SINDHI
- YORUBA
- CROATIAN
- HEBREW

Source: Skyward Student Information System

STUDENT LEARNING & PROGRESS

We will inspire learning through an array of personalized opportunities and experiences

To what extent have District instructional offerings further developed student agency?

As early as Kindergarten, CCISD students learn and practice goal setting to increase their reflective capacity and develop ownership of learning. The use of student portfolios and goal-setting binders at the elementary school level supports students in organizing and tracking their daily learning experiences. Goal setting articulates to the intermediate school level through goal setting binders, and at the high school through Naviance, a future readiness software partner with CCISD. Using Naviance's web-based platform, students can formulate both personal success and core values goals, research post-secondary options, request letters of recommendation, and track college applications. School personnel track goal-setting progress and use student goals to guide academic planning discussions.

Standards-Based Grading

As the Clear Creek Independent School District continues to improve teaching and learning for all students, we know that parents and families are our most valuable partner. This is especially true as the district continues to hold each student accountable to more rigorous standards in each subject area and grade level. Achieving these high standards requires continuous progress monitoring and providing targeted support as needed. Like teachers, parents need accurate and meaningful information, particularly about their child's strengths and areas where growth is needed. As a result, the district has implemented Standards-Based Grading in grades Pre-K through 5th grade. This system allows children to know exactly what is expected in each content area and provides parents with a more detailed outline of learning expectations and student progress. Through standards-based grading, parents will be equipped to support children through learning progressions as they work towards key grade-level targets.

To what extent have students in Clear Creek ISD engaged in personalized opportunities to meet their unique educational needs?

Dreambox

DreamBox offers an interactive approach to mathematics through adaptive technology that focuses on the unique needs of students and works to reach them at their individual level of learning. This approach creates pathways for students to learn previous grade-level content not yet mastered or advance to higher level content. While traditional instruction often allows for extended guidance from teachers and parents, DreamBox encourages learners to test their knowledge and learn from their mistakes without external support. Students who frequently rely on outside adult support, often advance prematurely beyond the skill level for which they are ready. The DreamBox platform recognizes that when students struggle in a particular area, reteaching is needed, and the student is redirected to a previous lesson. Within that same concept of personalized, responsive learning, students who are progressing ahead of their grade level targets have the option to move to advanced lessons.

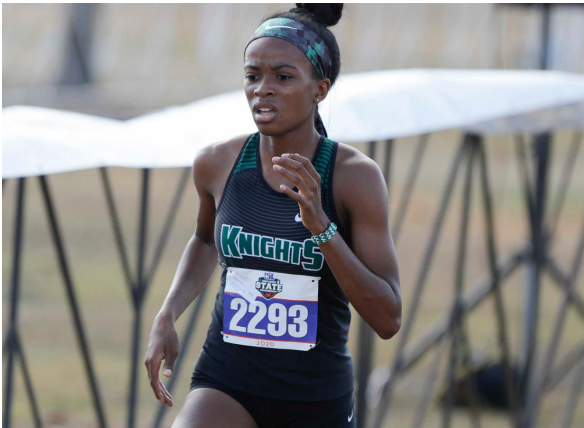
According to DreamBox Learning, the program "is a robust TEKS-based learning software that empowers students to enhance their mathematical proficiency through personalized, student-centered supports. The program challenges students to drive their own learning through a user-friendly, game-like platform that blends interactive learning with state-mandated curriculum guidelines."



BAS

According to Fountas & Pinnell, Benchmark Assessment Systems (BAS) are used to determine students' independent and instructional reading levels; teachers are able to observe student reading behaviors one-on-one, engage in comprehension conversations that go beyond retelling, and make informed decisions that connect assessment to instruction. Each assessment enables teachers to:

- Determine students' instructional and independent reading levels
- Recommend a placement level for instruction
- Form initial groups for reading instruction
- Plan for efficient and effective instruction
- Identify students who need intervention and extra help
- Monitor and report student progress across a school year and grade levels
- Assess the outcomes of teaching
- Inform parent conferences.



FINE ARTS & ATHLETICS PARTICIPATION

	STUDENTS	# IN FINE ARTS	%	# IN ATHLETICS	%
2019-20	13,315	5,318	40%	4,876	37%
9	3,661	2,099	57%	1,723	47%
10	3,375	1,391	41%	1,383	41%
11	3,262	991	30%	1,087	33%
12	3,017	837	28%	683	23%
2018-19	13,279	5,883	44%	5,355	40%
9	3,680	2,264	62%	1,981	54%
10	3,388	1,447	43%	1,424	42%
11	3,210	1,164	36%	1,105	34%
12	3,001	1,008	34%	845	28%
2017-18	12,989	5,870	45%	5,886	45%
9	3,578	2,256	63%	2,125	59%
10	3,326	1,453	44%	1,575	47%
11	3,200	1,176	37%	1,215	38%
12	2,885	985	34%	971	34%

Visual and Performing Arts

CCISD offers opportunities for all students Pre-Kindergarten through 12th grade to explore the visual and performing arts as well as athletics and physical education. In elementary school, students may participate in art, music, and physical education classes. At the intermediate school level, offerings expand to choir, band, art, and select physical education courses. At the high school level, the Texas Foundation High School Program (FHSP) requires one (1) credit in physical education and one (1) credit in Fine Arts. Since 2017-18, participation in Fine Arts classes has declined by 5%, and participation in Athletics classes has decreased by 8%.

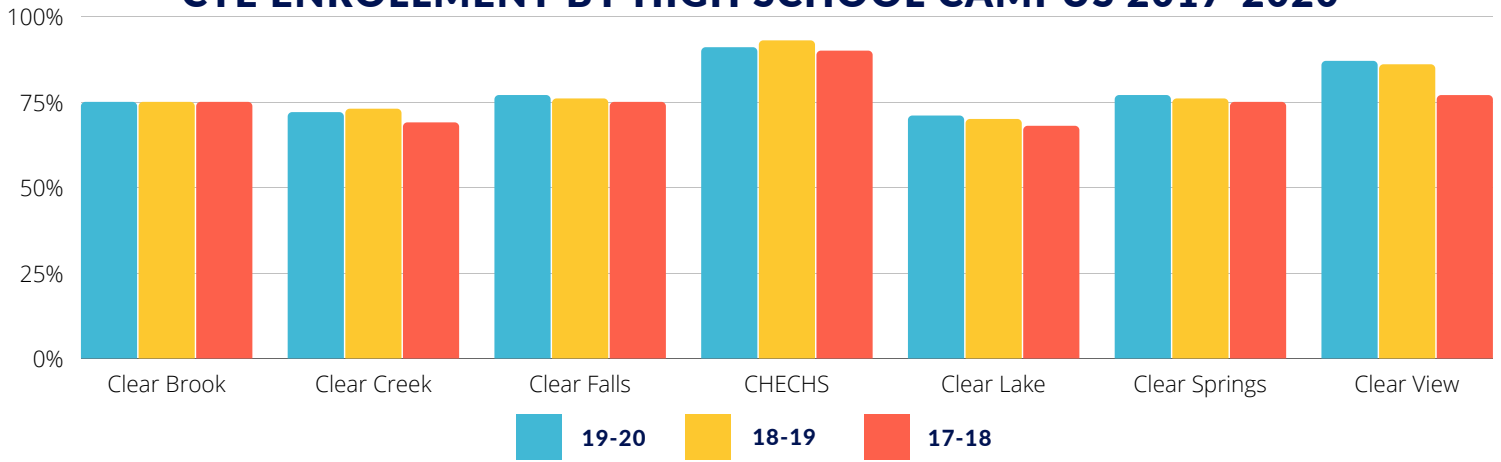
Source: Skyward Student Information System

Career and Technical Education

CCISD's focus on personalized opportunities to meet each student's unique educational needs has resulted in the expansion of Career Technical Education (CTE) offerings and enrollment over the last three years. At the high school level both the number of students enrolled in at least one CTE course and the total number of CTE courses taken has steadily increased. The tables and figures below show participation by CTE cluster and participation by campus. Participation fluctuates year to year within each cluster, but the overall trend is an increase in total participation. Also, the three consistently highest clusters, in terms of participation, over the last three school years are Health Sciences, Science, Technology, Engineering & Mathematics (STEM), and Agricultural, Food & Natural Resources.



CTE ENROLLMENT BY HIGH SCHOOL CAMPUS 2017-2020



Source: PEIMS CTE Report



CAREER & TECHNICAL EDUCATION (CTE) ENROLLMENT BY CLUSTER

CAREER AND CLUSTER	2019-20	2018-19	2017-18
CAREER DEVELOPMENT - INTERMEDIATE SCHOOL	3,790	3,743	3,756
CAREER DEVELOPMENT - HIGH SCHOOL	482	490	505
AGRICULTURAL, FOOD & NATURAL RESOURCES CLUSTER	1,770	1,751	1,654
ARCHITECTURE & CONSTRUCTION CLUSTER	232	219	204
ARTS, A/V TECHNOLOGY & COMMUNICATION CLUSTER	1,292	1,240	1,239
BUSINESS, MANAGEMENT & ADMINISTRATION CLUSTER	995	796	740
EDUCATION & TRAINING CLUSTER	425	425	427
FINANCE CLUSTER	83	106	108
HEALTH SCIENCE CLUSTER	2,824	2,867	2,487
HOSPITALITY & TOURISM CLUSTER	499	434	541
HUMAN SERVICES CLUSTER	1,114	1,066	1,178
INFORMATION TECHNOLOGY CLUSTER	762	707	624
LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY CLUSTER	923	869	752
MANUFACTURING CLUSTER	67	75	87
MARKETING CLUSTER	740	625	637
SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS CLUSTER	1,644	1,812	1,943
TRANSPORTATION, DISTRIBUTION & LOGISTICS CLUSTER	64	64	65
TOTAL CTE CLUSTER ENROLLMENT*	17,706	17,289	16,947

Source: PEIMS Career Cluster Report by District

*This figure is a duplicated count; i.e., one student may be reported multiple times.

Additional Personalized Opportunities to Meet Unique Educational Needs

In addition to Visual and Performing Arts, Athletics, and CTE programs, Clear Creek ISD offers a variety of additional opportunities to meet unique educational needs including: a world championship Robotics program at the elementary, intermediate, and high school levels; an elementary E-STEM program, Gifted and Talented Alpha, and Dual Language at the elementary level; Science Magnet, Gifted and Talented WAVE, and Dual Language at the intermediate level; and at the high school level, dual credit through San Jacinto College and College of the Mainland, Clear Horizons Early College High School where students earn college credit and Associate degrees while in high school, and Clear View High School where students enroll in a school of choice for smaller class sizes and a more personalized approach to overcoming obstacles toward graduating from high school.

STUDENT READINESS

We will provide support to meet the needs and aspirations of each student



To what extent have students demonstrated readiness for the next school year?

Clear Creek ISD implements two District-wide instructional programs at the elementary school level to provide actionable data on student learning, progress, and readiness for future learning. In math, elementary teachers use Dreambox Learning to supplement classroom instruction and collect formative assessment data. In Reading and literacy, teachers administer the Benchmark Assessment System (BAS) in a one-on-one setting with students to engage in comprehension conversations that go beyond retelling to informed decisions that connect assessment to instruction.

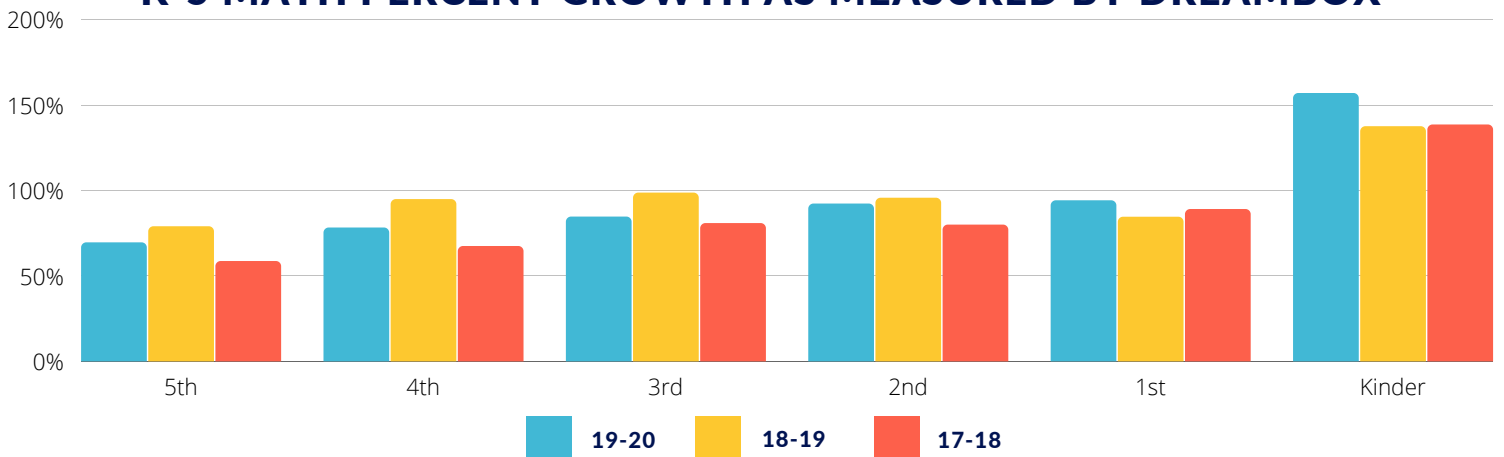
Dreambox Learning

Dreambox Learning is a software-based math program aligned with TEKS, designed to complement District math curriculum. In CCISD, all elementary K-5 students have access to Dreambox. The following working definitions apply to Dreambox implementation:

- Percent growth: Growth on any TEKS on any grade level based on student data
- Average Standards Proficient: Average number of TEKS where students demonstrated mastery
- Average Minute/Week: CCISD recognizes a minimum of 60 minutes per week as quality usage
- Average Lessons/Week: CCISD recommends students complete 5-8 lessons per week.

The figure below visualizes K-5 student growth in Math over the three-year period from 2017-2020.

K-5 MATH PERCENT GROWTH AS MEASURED BY DREAMBOX



Source: Dreambox Reporting

An average of one year's growth equals 100%. Kindergarten students have made greater than one year's growth in each of the three years, including more than 1.5 year's growth in 2019-20.

Benchmark Assessment System (BAS)

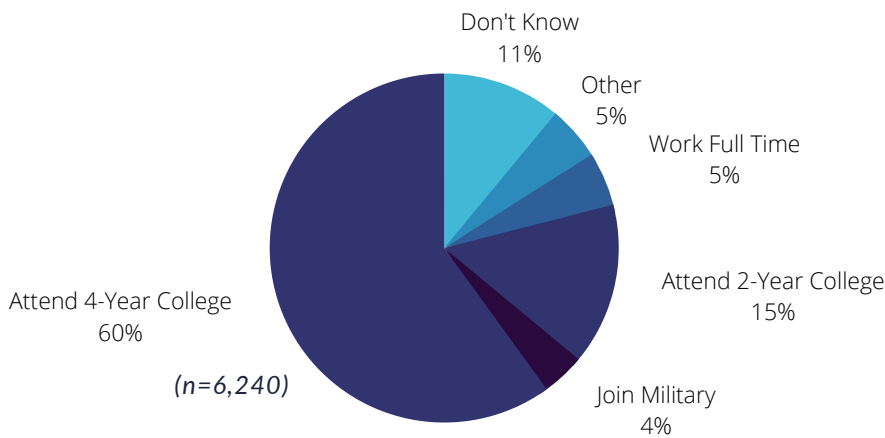
While CCISD remains committed to utilizing BAS data to measure student readiness in early childhood literacy, this year's Community-based Accountability Report will not present BAS data for two reasons. First, the publishers of BAS have been updating the assessment system over the last few years, so trend data for comparisons are not available. Second, due to the emergency COVID-19 transitions during Spring 2020, end-of-year BAS data are not available for a majority of CCISD students.

To what extent have students demonstrated readiness for life after high school?

Response data from the Spring 2019 YouthTruth survey indicate that students in CCISD have a wide array of aspirations for their life after high school. The figure below reflects choices for the 6,240 high school respondents. Sixty percent indicated they planned to attend a 4-year college, while 15% planned to attend a 2-year college. Other choices included join the military and work at a job at 5% each, and Other and I don't know at 5% and 4% respectively.

Future-ready graduates need access to educational opportunities to achieve their post-secondary goals, whether the goals relate to employment, military enlistment, or college attendance. In addition to curricular programs that prepare students to achieve their post-secondary aspirations, the District encourages students to take college entrance exams, pursue college-level Advanced Placement coursework, investigate military service through the Junior Reserve Officer Training Corps (JROTC).

CULTURE CLIMATE SURVEY SPRING 2019
PERTAINING TO POST-SECONDARY PLANS



Source: YouthTruth Spring 2019 survey to HS students



College Entrance Exam Data
SAT

The 2019-20 school year marked the first time the SAT was administered in a school-day setting at Clear Creek ISD. As a result, all currently enrolled Juniors were eligible to take the school-day SAT at no cost to the student. On March 4, 2020, 2,879 students CCISD students participated in test administration. As a result, more students than ever before had access to the SAT, and District-wide student participation rates for the SAT increased from 2,637 students in 2018-19 school year to 4,170 students in 2019-20, despite the suspension of some SAT testing in Spring and Summer 2020 related to COVID-19 restrictions.

SAT PERFORMANCE - ALL TESTERS

YEAR	SAT	# OF STUDENTS	AVERAGE READING/ WRITING SCORE	AVERAGE MATH SCORE	AVERAGE TOTAL SCORE
2019-20	DISTRICT*	4,170	533	532	1063
	STATE	252,019	510	500	1010
	GLOBAL	2,198,460	528	523	1051
2018-19	DISTRICT*	2,637	570	569	1136
	STATE	236,665	515	507	1022
	GLOBAL	2,220,087	531	528	1059
2017-18	DISTRICT*	1,185	578	581	1159
	STATE	226,374	520	512	1032
	GLOBAL	2,136,539	536	531	1068

ACT

CCISD students have the option to take the ACT test, at their discretion, to boost their college admission profile. Overall, scores remained on par with prior years, especially with 2017-18 despite the loss of the spring testing season in which many high performing eleventh graders often sit for the exam.

Source: CollegeBoard SAT Datafiles
*Average calculated using each students' highest score from each school year

PSAT

Every October, the College Board administers the PSAT in a range of formats for students: the PSAT/MNSQT® for 11th grade students as the official National Merit Scholarship qualifying exam; the PSAT/NMSQT for 10th graders to take as a practice exam; and the PSAT 8/9, specifically tailored to measure reading, writing, and math proficiencies of 8th and 9th grade students. Primary PSAT administration day was Wednesday, October 19, 2019. For the 2019-20 school year, the District continued its practice of paying for every 10th grader to take the PSAT/MNSQT exam and paid for every 9th grade student to take the PSAT8/9 as well. District 11th grade PSAT/NMSQT data are shown over a three-year period, with the District average score consistently exceeding the state and global average score.

National Merit Scholarship Recipients

Another indicator of high levels of student educational achievement is represented in the number of students who achieve a qualifying score on the PSAT/NMSQT exam their Junior year. The table below lists the number of students at each campus who achieved the qualifying score on the Junior year exam, thus beginning the process for application to become a National Merit Scholar.

OF NATIONAL MERIT SEMI-FINALISTS

CAMPUS	19-20	18-19	17-18
CBHS	2	2	4
CCHS	3	1	4
CFHS	3	1	2
CHECHS	1	2	3
CLHS	7	10	18
CSHS	1	1	7
TOTAL	17	17	38

Source: National Merit Corporation press releases

ACT PERFORMANCE - ALL TESTERS

YEAR	ACT	# OF STUDENTS	AVERAGE ENGLISH SCORE	AVERAGE MATH SCORE	AVERAGE READING SCORE	AVERAGE SCIENCE SCORE	AVERAGE TOTAL SCORE
19-20	DISTRICT*	555	22.9	23.3	24.7	23.7	23.7
	STATE	131,292	19.1	20.1	20.8	20.4	20.2
	GLOBAL	1,670,497	19.9	20.2	21.2	20.6	20.6
18-19	DISTRICT*	1,060	23.7	24	25.2	24.3	24.3
	STATE	136,061	19.5	20.4	21.1	20.6	20.5
	GLOBAL	1,782,820	20.1	20.4	21.2	20.6	20.7
17-18	DISTRICT*	915	23	23.6	24.6	23.9	23.8
	STATE	141,253	19.6	20.6	21.1	20.8	20.6
	GLOBAL	1,914,817	20.2	20.5	21.3	20.7	20.8

Source: ACT Datafiles

*Average calculated using each students' highest score from each school year

PSAT/NMSQT PERFORMANCE - 11TH GRADE

YEAR	PSAT/ NMSQT	AVERAGE READING/ WRITING SCORE	% MET ERW (460)	AVERAGE MATH SCORE	% MET MATH (510)	AVERAGE TOTAL SCORE	% MET BOTH BENCHMARKS
19-20	DISTRICT*	575	87%	556	68%	1131	67%
	STATE	487	59%	477	34%	963	32%
	GLOBAL	509	67%	494	42%	1004	41%
18-19	DISTRICT*	590	92%	580	78%	1170	77%
	STATE	489	61%	482	37%	972	35%
	GLOBAL	512	69%	501	45%	1013	43%
17-18	DISTRICT*	576	88%	570	72%	1147	70%
	STATE	488	60%	483	37%	971	35%
	GLOBAL	512	68%	502	46%	1014	44%

Source: CollegeBoard PSAT/NMSQT Datafiles

PSAT/NMSQT PERFORMANCE - 10TH GRADE

YEAR	PSAT/ NMSQT	AVERAGE READING/ WRITING SCORE	% MET ERW (430)	AVERAGE MATH SCORE	% MET MATH (480)	AVERAGE TOTAL SCORE	% MET BOTH BENCHMARKS
19-20	DISTRICT*	479	67%	469	46%	948	43%
	STATE	453	56%	449	35%	903	33%
	GLOBAL	467	61%	458	39%	925	37%
18-19	DISTRICT*	485	69%	476	49%	960	47%
	STATE	457	58%	453	38%	910	36%
	GLOBAL	470	63%	462	42%	932	40%
17-18	DISTRICT*	482	69%	470	43%	952	43%
	STATE	456	57%	452	37%	908	33%
	GLOBAL	471	63%	462	40%	932	38%

Source: CollegeBoard PSAT/NMSQT Datafiles

PSAT PERFORMANCE - 9TH GRADE

YEAR	PSAT/ NMSQT	AVERAGE READING/ WRITING SCORE	% MET ERW (410)	AVERAGE MATH SCORE	% MET MATH (450)	AVERAGE TOTAL SCORE	% MET BOTH BENCHMARKS
19-20	DISTRICT*	451	66%	460	54%	911	49%
	STATE	428	55%	437	41%	865	37%
	GLOBAL	432	57%	431	38%	863	35%
18-19	DISTRICT*	450	66%	453	55%	903	50%
	STATE	428	55%	430	43%	858	38%
	GLOBAL	440	60%	434	44%	874	41%

Source: CollegeBoard PSAT/NMSQT Datafiles

Texas Success Initiative Assessment (TSIA)

The TSI Assessment (TSIA), part of the Texas Success Initiative enacted by the Texas State legislature, seeks to measure a student's readiness for college-level coursework in the general areas of reading, writing, and mathematics in the absence of other college-readiness indicators (minimum SAT or TAKS scores). CCISD students can take the TSIA free of charge their Senior year, although some students opt to take the TSIA directly from the higher education institution they plan to attend. This table reflects student participation in on-campus TSIA testing arranged by CCISD.

TSIA STUDENT PARTICIPATION

CAMPUS	19-20	18-19	17-18
CBHS	41	43	45
CCHS	75	79	78
CFHS	19	84	125
CHECHS	85	77	79
CLHS	56	129	132
CSHS	16	45	39
TOTAL	292*	457	498

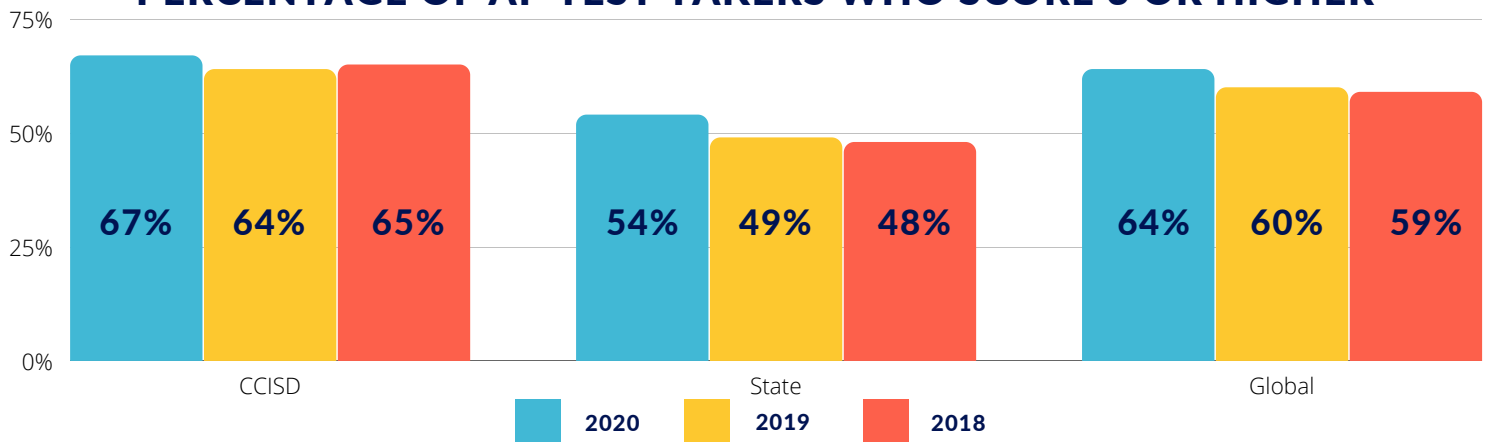
Source: OnData Suite

*Reduced offerings of TSIA in Spring 2020 due to COVID-19 restrictions resulted in fewer students taking the TSIA.

Advanced Placement (AP) Coursework

Clear Creek ISD offers Advanced Placement (AP) courses at the high school level. Coursework and student expectations are developed by the College Board, and District teachers participate in training and continued professional development to ensure fidelity to college-level course expectations. At the high school level, participation rates in Advanced Placement courses have steadily increased, from 8,316 students enrolled in 2018-19 to 9,467 in 2019-20. This table lists results by year for students enrolled, students taking the AP exam for the enrolled course, the percentage of enrolled students who took the exam, and the percentage earning a passing score (3+ as determined by College Board).

PERCENTAGE OF AP TEST TAKERS WHO SCORE 3 OR HIGHER



Source: CollegeBoard AP Datafiles

The District's passing rate (score of 3, 4, or 5 on an AP exam) in 2019-20, overall, was the highest it has been in three years. Additionally, more students enrolled in an AP course and took an AP exam in 2019-20 than in 2018-19 or 2017-18. However, the percentage of students enrolled in an AP course who took the AP exam was at the lowest rate of the last three years.

DUAL CREDIT COLLEGE HOURS

COLLEGE CREDIT	# STUDENTS		
	19-20	18-19	17-18
1-6 HRS	232	278	224
7-12 HRS	704	661	602
13-18 HRS	54	67	54
19-24 HRS	91	61	66
25-30 HRS	48	43	43
31-36 HRS	8	7	9
TOTAL	1,137	1,117	998

Source: OnData Suite

College Hours Earned in CCISD

Clear Creek ISD partners with The College of the Mainland (Galveston County), San Jacinto College (Harris County) and the University of Houston Clear Lake (Harris County) to offer Dual Credit courses where students earn college credit hours and high school credit simultaneously. The number of students earning dual credit college hours has increased by 139 students over a three, school year period, with the largest gain in students earning 7 to 12 college credit hours.

Graduation Rates

CCISD prioritizes graduating students prepared to be successful in their chosen path after high school. CCISD consistently graduates more than 95% of seniors (as a 4-year cohort) each year. Almost 70% of CCISD's 2019 graduates attended a 4-year or 2-year college after graduation. That percentage continues a trend in which a majority of CCISD graduates go on to pursue post-secondary educational opportunities. The table below depicts four-year graduation rates.

Post-Secondary Decisions

Based on information from graduating Seniors collected on Senior surveys and stored in Naviance, CCISD graduates applied to a wide range of higher education institutions to continue their education. The top 25 colleges where CCISD students applied for 2019 admission is below.



SCHOOL	#
1. SAN JACINTO COMMUNITY COLLEGE	521
2. UNIVERSITY OF HOUSTON	328
3. TEXAS A&M UNIVERSITY	306
4. UNIVERSITY OF TEXAS	231
5. TEXAS STATE UNIVERSITY	152
6. UNIVERSITY OF HOUSTON - CLEAR LAKE	132
7. TEXAS TECH UNIVERSITY	117
8. SAM HOUSTON STATE UNIVERSITY	100
9. BAYLOR UNIVERSITY	86
10. BLINN COLLEGE - ALL	74
11. THE UNIVERSITY OF TEXAS AT DALLAS	73
12. STEPHEN F AUSTIN STATE UNIVERSITY	72
13. THE UNIVERSITY OF TEXAS - SAN ANTONIO	71
14. COLLEGE OF THE MAINLAND	44
15. UNIVERSITY OF NORTH TEXAS	42
16. UNIVERSITY OF OKLAHOMA - NORMAN	38
17. TEXAS A&M UNIVERSITY - GALVESTON	35
18. LOUISIANA STATE UNIVERSITY	32
19. HOUSTON BAPTIST UNIVERSITY	29
20. LAMAR UNIVERSITY	27
21. UNIVERSITY OF MARY HARDIN-BAYLOR	26
22. THE UNIVERSITY OF HOUSTON - DOWNTOWN	26
23. THE UNIVERSITY OF ALABAMA	24
24. TRINITY UNIVERSITY	21
25. COLORADO SCHOOL OF MINES	21

Source: Naviance Student Data, CCISD Counseling & National Student Clearinghouse

FOUR-YEAR GRADUATION RATES

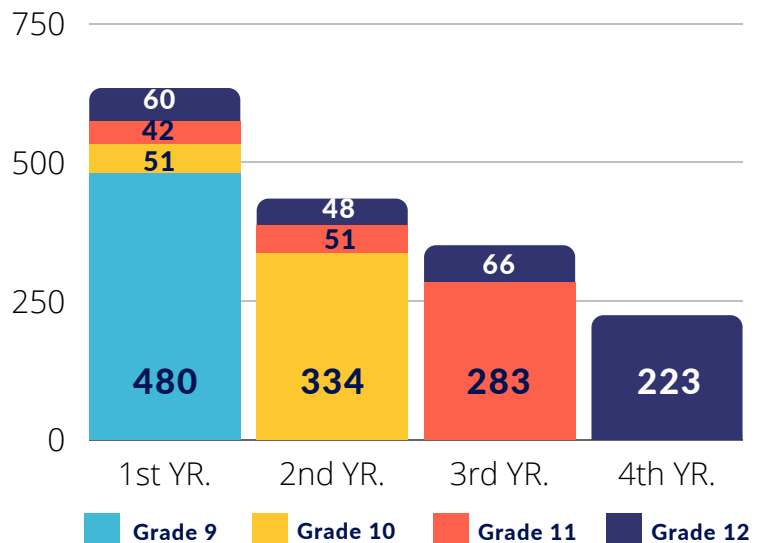
CLASS OF		TOTAL GRADUATES	GRADUATED	CONTINUED	RECEIVED TXCHSE*	DROPPED OUT	TOTAL
2019	CCISD	3,068	96.9%	1.6%	0.2%	1.4%	100%
	TEXAS	355,615	90.0%	3.7%	0.5%	5.9%	100%
2018	CCISD	2,953	95.9%	2.3%	0.3%	1.5%	100%
	TEXAS	347,893	90.0%	3.8%	0.4%	5.7%	100%
2017	CCISD	3,018	97.1%	1.6%	0.2%	1.2%	100%
	TEXAS	334,424	89.7%	4.0%	0.4%	5.9%	100%

*TXCHSE = Texas Certificate of High School Equivalency (Formerly GED)

Superintendent Scholars

Every year, the District recognizes meritorious academic achievement of high school students through the Superintendent Scholar program. Superintendent Scholars have earned grades of at least 95 in all courses (85 in advanced academics) each semester. Although the number of first year Superintendent Scholar designees has decreased by 93 students from 2017-18 to 2019-20, the number of students achieving Superintendent Scholar recognition all four years of high school has increased by 45 students. The graph below reflects the attainment of Superintendent Scholar Awards by grade level and by cumulative year of award receipt. For example, in 2019-20, 51 students in 10th grade received the Superintendent Scholar award for the first time, and 334 received the award for a second time.

2019-20 SUPERINTENDENT SCHOLAR AWARDS BY GRADE LEVEL



Source: CCISD Office of the Assistant Superintendent of Instruction

SAFETY & WELL-BEING

We will ensure safe and nurturing learning environments

To what extent has the District supported the physical safety needs of students, staff, families, and the community?

A comprehensive school safety plan seeks to prevent school violence through an intentional focus on security personnel, improved facilities, safety training, safety protocols, policy, student wellness, and communication. In 2019-20, the District implemented Year 2 Safety Recommendations, based on a Safety Plan outlined in CCISD School Safety Committee Recommendations, published July 2018. Campus and District leaders addressed physical plant safety through comprehensive facility audits, resulting in secure entry vestibules, improved surveillance of school activities, secure perimeter fencing, and bullet/shatter resistant film on entry ways.

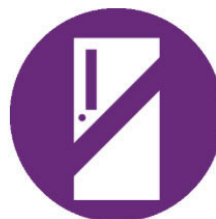
Additionally, a critical component addressed in 2019-20 was safety training. Weather events, fire, accidents, intruders, and other threats to student safety are possible security scenarios that have been addressed by the District through the development of a Standard Response Protocol. Prior to the 2019-20 school year, the District refined the Standard Response Protocol to a process reflected below, correspondingly training teachers, staff, students, and families on the five levels of emergency preparedness response.

School year emergency preparedness training in 2019-20 included bi-annual tabletop drills for administrators, monthly fire drills at all CCISD schools, and bi-annual lock down drills for all CCISD schools. Additionally, each campus has its own Reunification Plan, a planned response to be implemented in the event of a school emergency where evacuation is necessary.

CCISD STANDARD RESPONSE PROTOCOL



Shelter



Hold



Secure



Lockdown



Evacuate

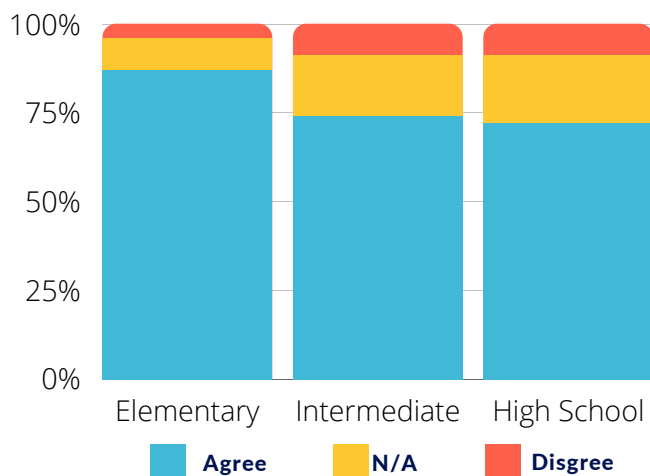
To what extent has the District supported the social-emotional needs of its stakeholders?

Clear Creek ISD has a comprehensive counseling program with trained personnel at each CCISD campus to support the social/emotional needs of students and staff. Schools are staffed with one counselor at each elementary school, two counselors at each intermediate school, seven counselors (total) at each comprehensive high school – including a dedicated student support counselor, and two counselors each at

Clear View, Clear Horizons, and Clear Path. School-based guidance curricula for all students addresses bullying prevention, character education, coping skills, personal safety, and substance abuse awareness. At the intermediate school level, counseling curricula promotes awareness of youth mental health. At the high school level, curricula extend to suicide prevention and awareness of dating violence.

Family input plays an integral role in understanding perceptions of school safety. Feedback gathered from the Spring 2019 YouthTruth survey indicates the extent to which families feel CCISD schools are a safe place for learning (72% at high school, 74% at intermediate, and 87% at elementary).

FAMILY RESPONSE TO SCHOOL SAFETY "MY SCHOOL IS A SAFE PLACE TO LEARN"



Source: Spring 2019 YouthTruth survey

ENGAGED, WELL-ROUNDED STUDENTS

We will ensure each student is prepared to assume their role as a productive citizen

Leader in Me®



To what extent has the District addressed the diverse needs of students?

The Leader in Me

In 2016, Clear Creek ISD committed to bringing The Leader In Me program to selected schools in order to create a culture of empowerment for students, staff and community through character development, academic goal setting and leadership. Grounded in Stephen Covey's nationally acclaimed book, *7 Habits of Highly Effective People*, it pairs with quality tools and educational best practices. It has been implemented in over 80 countries around the globe.

What is Leader in Me?

Based on the idea that every child can be a leader, the program is a whole-school transformation process that teaches 21st century leadership and life skills to students. The Leader In Me is aligned with many national and state academic standards and the process teaches students the skills needed for academic success in any setting.

What are the positive effects on children?

Participation in the program leads to tangible improvements in the academic, behavioral and social well-being of students. Early intervention has been proven to provide better odds for students to thrive and be successful in their future endeavors.

Students who participate in the program see increases in the following areas:

- critical and creative thinking
- self-confidence and goal setting
- listening and communicating
- self-directed learning
- presentation making
- personal leadership
- ability to collaborate with other students in groups



How is the program funded?

The Clear Creek Education Foundation (CCEF) partners with the District to help fund a portion of program costs as well as identify future partners to support the expansion of the program at additional schools. The CCEF, as well as the local PTA organizations, sponsored the launch of the initiative at the first two schools, Falcon Pass Elementary and Armand Bayou Elementary schools.

Houston Methodist Clear Lake Hospital is the Visionary Partner underwriting the program at many schools. Several cities have also joined The Leader In Me movement in Clear Creek ISD and support the program's implementation at their neighboring schools. This support allows for the purchase of coaching and professional learning for staff, student and family materials, measurable results assessments and surveys and program licensing.

CAMPUSES ATTAINING STATE AND NATIONAL SCHOOL OF CHARACTER STATUS

LEVEL	2019-20	2018-19	2017-18	2016-17
STATE	CLEAR BROOK	BAUERSCHLAG MCWHIRTER ROSS STEWART WEBER WHITCOMB	GOFORTH	CLCE MOSSMAN WARD
NATIONAL	CLEAR BROOK	BAUERSCHLAG MCWHIRTER ROSS STEWART WEBER WHITCOMB	NORTH POINTE	CLCE MOSSMAN WARD

State and National Schools of Character

Each year, Character.org certifies schools and districts at the state level that demonstrate a dedicated focus on character development which has a positive effect on academic achievement, student behavior and school climate. Criteria for selection are based on Character.org's 11 Principles of Character which include providing students with opportunities for moral action, fostering shared leadership and engaging families and communities as partners in the character-building effort.

To what extent has the District prepared students to be future-ready?

CCISD provides pathways for students to pursue each type of endorsement authorized by the Texas Education Agency. Endorsements are earned according to the coursework a student completes, and a student may earn more than one endorsement. Over the last three years, the number of endorsements CCISD graduates have earned has increased.

To what extent have the District's Core Values encouraged students to take responsibility for and ownership of their learning and behavior?

Core values are embedded in every aspect of school culture in CCISD. The District's Core Values of trustworthiness, respect, responsibility, fairness, caring, and citizenship form the foundation of student agency seen in the personalization of learning in CCISD.

In previous Culture Climate surveys, when asked if teachers make connections to the Core Values in the classroom, **96%** of teachers and **68%** of students agreed. When asked if the participant knew and understood what the Core Values were, **91%** of staff, **96%** of parents and **89%** of students understood. Also, **96%** of staff and **80%** of students agreed that the principal consistently discusses and models CCISD Core Values.

As evidence, the "Heroes in the Hallway" campaign, a monthly recognition by the CCISD Board of Trustees, recognizes CCISD students who exemplify one or more District's Core Values. For example, in February 2020, the Board recognized Bay Elementary's Bark Club, a group of students who partnered with Huts for Mutts to build awareness about proper animal care by providing dog houses for animals chained up outside without shelter.

ENDORSEMENTS

TYPE	2019-20	2018-19	2017-18
ARTS & HUMANITIES	1,088	880	870
BUSINESS & INDUSTRY	1,630	1,553	1,513
MULTI-DISCIPLINARY	2,417	2,143	2,271
PUBLIC SERVICES	654	641	512
STEM	1,415	1,404	1,367
NON-DISTINGUISHED	68	68	49
NON-DIST. NO ENDORS.	514	604	512

Source: PEIMS



COMMUNITY ENGAGEMENT & PARTNERSHIPS

We will inspire learning through an array of personalized opportunities and experiences

To what extent has the District provided volunteer opportunities to encourage community participation?

Clear Creek ISD gratefully acknowledges the role of volunteers in our schools and encourages volunteers and mentors to participate in a range of services to support student learning. Through the Clear Creek Education Foundation (CCEF), staff and community members partner to support innovative teaching and learning opportunities to students in the District.

Clear Creek Education Foundation

Established in 1992, CCEF is a 501(c)(3) nonprofit organization comprised of volunteers committed to raising funds and awareness to enrich academic achievement in the District. In the three-year span from 2017-2020, CCEF raised \$2,340,656.88 and donated \$774,012.98 in educational program support and \$530,210.98 in grants to teachers and schools in support innovative learning opportunities for CCISD students. The CCEF supports the community [District initiatives] through the following:

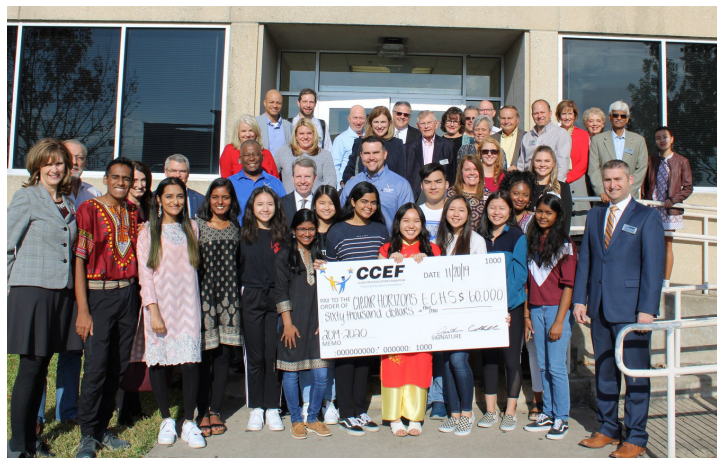
Educational Grant Opportunities: Teacher Innovative Grants, Student-Teacher Innovative Grants, Mini-Grants, Special Innovative Grants, Science Fair Innovative Grants

Educational Programs: Clear Horizons ECHS, National Board Teacher Certification, Hurricane Harvey Relief, Solar Project, Intermediate Makerspaces, Hot Spots, The Leader in Me

Family and community involvement in Parent Teacher Associations (PTA), Booster Clubs, Kids Hope, Big Brother/Big Sister programs, and the Bay Area Alliance for Youth and Families vitalizes educational offerings for students. Over a three-year period from 2017 to 2020, CCISD Booster Clubs and PTA groups have generously supported programs and innovative activities for students with over \$2 million dollars of donations. In 2019-20, the impact from school closures was felt by PTA organizations and Booster Clubs, as donations from these groups decreased.

To what extent has the District encouraged communication with the community?

Through a suite of communication tools, CCISD provides information to stakeholders in a timely manner. Digital outreach tools include podcasts, telecommunication through Skylert, e-mails, the district website, and social media. In the 2019-20 school year, a new communications platform launched as Car Rider Podcast. Aligning with the latest trends in information dissemination, Car Rider Line was created to increase the scope of communication with District stakeholders. In its first season, nine podcasts were published, followed by 11 in 2019-20.



DONATIONS	2019-20
COMMUNITY	\$650,685.50
STAFF	\$87,472.60
TOTAL	\$738,158.10

Source: CCEF

GRANTS AWARDED

TYPE	#	TOTAL
ELEMENTARY	87	\$71,106.54
INTERMEDIATE	44	\$53,177.86
HIGH SCHOOL	33	\$39,714.11
TOTAL	164	\$163,998.51

Source: CCEF

ORGANIZATION	2019-20
BOOSTER CLUBS	\$503,425.86
PTAS	\$78,007.41
TOTAL	\$581,433.27

Source: CCISD Office of Communications



FISCAL & OPERATIONAL SYSTEMS

We will ensure mutual understanding and support through effective communication

To what extent do fiscal resources support the strategic initiatives of Clear Creek ISD?

Strategic initiatives in CCISD are supported by general operating funds as well as contributions made by the Parent Teacher Associations, Clear Creek Education Foundation, Booster Clubs, and many other community partnerships. In the 2019-20 school year, 67.99% of all operating revenue came from local property taxes, while 28.50% came from state operating funds. The highest percentage of operating expenditures was allotted to instruction (64.02%), followed by facilities, maintenance, and operations (8.55%), and school leadership (6.23%).

2019-20 OPERATING EXPENDITURES*	GENERAL FUND	%
INSTRUCTION	\$227,142,810	64.02%
INSTRUCTIONAL RESOURCES & MEDIA SERVICES	\$4,442,208	1.25%
CURRICULUM & STAFF DEVELOPMENT	\$8,090,270	2.28%
INSTRUCTIONAL LEADERSHIP	\$3,093,732	0.87%
SCHOOL LEADERSHIP	\$22,110,860	6.23%
GUIDANCE COUNSELING SERVICES	\$13,568,805	3.82%
SOCIAL WORK SERVICES	\$749,420	0.21%
HEALTH SERVICES	\$3,651,907	1.03%
TRANSPORTATION	\$12,565,600	3.54%
FOOD SERVICES	\$345,500	0.10%
EXTRACURRICULAR	\$7,884,471	2.22%
GENERAL ADMINISTRATION	\$7,609,500	2.14%
FACILITIES MAINTENANCE & OPERATIONS	\$30,353,070	8.55%
SECURITY & MONITORING SERVICES	\$5,421,190	1.53%
DATA PROCESSING SERVICES	\$7,571,800	2.13%
COMMUNITY SERVICES	\$216,900	0.06%
TOTAL OPERATING EXPENDITURES BY FUNCTION	\$354,818,043	100.00%

Source: TEA PEIMS District Budgeted* Financial Data



The tax rate is split into two categories and monies cannot be transferred between the two:

Maintenance and Operations (M&O): The local school district tax rate that raises revenue to be used to operate and maintain the district's schools. CCISD's M&O rate for 2019 was at \$0.97 per \$100 assessed valuation.

Interest and Sinking (I&S): The local school district tax rate that is levied to pay for voter approved bonded indebtedness, usually construction of facilities or other capital needs. CCISD's I&S rate for 2019 was at \$0.34 per \$100 assessed valuation.

BUDGETED FINANCIAL DATA

	2019-20*	2018-19**	2017-18**
TAX RATE PER \$100 VALUATION	\$1.31	\$1.40	\$1.40
FUND BALANCE (GENERAL FUND)		\$74,709,561	\$68,910,264
TOTAL ANNUAL BUDGET	\$354,864,543	\$340,430,089	\$329,043,549
INSTRUCTIONAL BUDGET	\$227,142,810	\$217,433,858	\$210,559,182
STUDENT ENROLLMENT	42,234	42,042	42,008
AVERAGE EXPENDITURE PER STUDENT	\$8,402	\$8,097	\$7,833

Source: TEA PEIMS District Budgeted*/Actual** Financial Data

To what extent has the District demonstrated sound stewardship of taxpayer money?

The District has been recognized by state, national and international organizations for strong stewardship of tax dollars along with efficient budgeting and financial reporting practices. The District currently receives the following:

- Superior Achievement by the Financial Integrity Rating System of Texas (FIRST),
- Certificate of Excellence in Financial Reporting from the Association of School Business Officials International (ASBO),
- Certificate of Achievement for Excellence in Financial Reporting from the Government Finance Officers Association (GFOA),
- Meritorious Budget Award from the Association of School Business Officials International (ASBO), and
- AA credit rating by Standard & Poor's and AA+ by Fitch.

PROFESSIONAL LEARNING & QUALITY STAFF

We will build capacity for organizational change

To what extent has the District supported the professional needs of teachers and staff?

Through strategic staff recruitment and retention practices and forward-thinking professional learning, Clear Creek ISD teachers demonstrate a commitment to lifelong learning.

Staff Recruitment and Retention

Effective instruction begins with recruiting, hiring, and developing outstanding teachers and staff. CCISD takes pride in recruiting and retaining exemplary teachers. Throughout the year, District representatives visited colleges and universities to identify teacher candidates, and in the Spring of 2020, the District conducted a Virtual Teacher Job Fair. There was a higher teacher retention rate in 2019-20 than the previous two years.



DISTRICT TEACHER RETENTION RATES

2019-20 91%
2018-19 87%
2017-18 88%

CAMPUS-LEVEL TEACHER RETENTION RATES

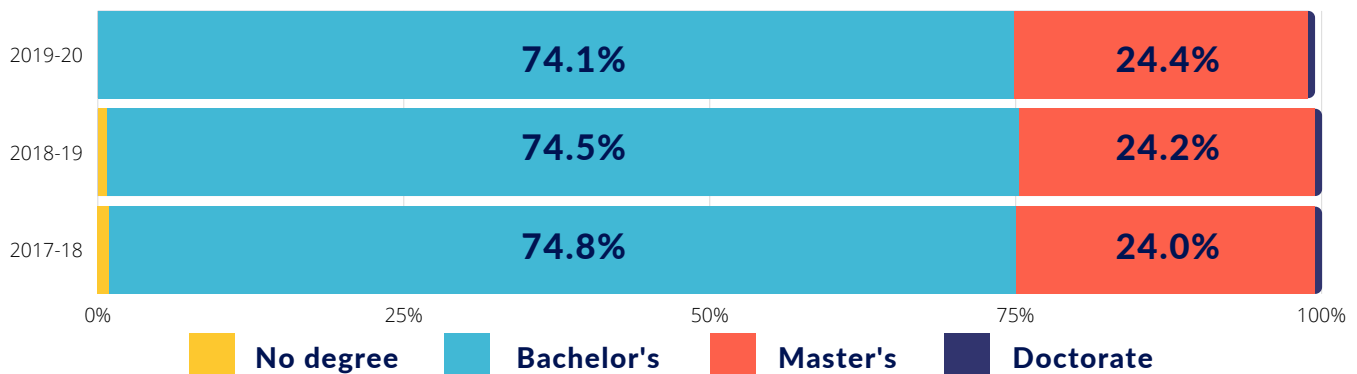
CAMPUS LEVEL	2019-20		2018-19		2017-18	
	TOTAL RESIGNATIONS	RETENTION RATE	TOTAL RESIGNATIONS	RETENTION RATE	TOTAL RESIGNATIONS	RETENTION RATE
ELEM.	139	90.5%	155	89.3%	145	90.3%
INTERM.	79	88.4%	104	84.5%	94	86.1%
HIGH.	112	87.6%	123	86.3%	137	85.5%
TOTAL	330	91%	382	87%	376	88%

Source: CCISD Human Resources Department

For the 2019-20 school year, the primary reasons for separation were personal, relocation, and retirement.

Teachers in CCISD are supported in their pursuit of industry-specific certifications and advanced degrees. Professional learning includes supporting teachers who pursue advanced degrees. The distribution of highest degree attained has remained constant over a three-year period.

DISTRICT-WIDE PERCENTAGE OF HIGHEST DEGREE ATTAINED BY TEACHING STAFF



Source: Texas Academic Performance Reports, 2017-2020

To what extent has professional learning provided by the District improved teacher efficacy and student learning outcomes?

Professional learning improves teacher efficacy and student learning outcomes by ensuring that teachers enhance their instructional practice through relevant, timely, and meaningful training. Clear Creek ISD meets the pedagogical needs of teachers and staff through an array of courses designed to facilitate professional development and optimize instructional effectiveness. As reflected below, campus and district-level professional learning offerings for teachers amounted to over 13,000 hours of professional learning, with over 1,000 hours offered between March 16 and July 31, 2020. District teachers completed over 158,000 hours of professional learning, including over 14,000 hours of professional learning during the period of school facility closure between March 16 and July 31, 2020.

TOTAL TEACHER PROFESSIONAL LEARNING HOURS OFFERED & COMPLETED FOR 2019-20

HOURS OFFERED	HOURS COMPLETED	DETAILED DESCRIPTION	DATA SOURCE
7,608.74	80,875.84	HOURS OF CAMPUS PROFESSIONAL LEARNING OFFERED BETWEEN 8/1/2019 AND 7/31/2020	STRIVE: COURSE SPREADSHEET; 2019-20; TITLE/COURSE DATES/ACTIVE/CUSTOM CREDIT FIELDS; AUGUST 2019 - JULY 2020
6,129	77,706.36	HOURS OF DISTRICT PROFESSIONAL LEARNING OFFERED BETWEEN 8/1/2019 AND 7/31/2020	
13,737.74	158,582.2	TOTAL PROFESSIONAL LEARNING HOURS OFFERED BETWEEN 8/1/2019 AND 7/31/2020	

TEACHER PROFESSIONAL LEARNING HOURS OFFERED & COMPLETED DURING THE SCHOOL CLOSURE

HOURS OFFERED	HOURS COMPLETED	DETAILED DESCRIPTION	DATA SOURCE
557.75	6,799.75	HOURS OF CAMPUS PROFESSIONAL LEARNING HOURS OFFERED BETWEEN 3/16/2020 AND 7/31/2020	STRIVE: COURSE SPREADSHEET; MARCH - JULY 2020; TITLE/COURSE DATES/ACTIVE/CUSTOM CREDIT FIELDS; MARCH TO JULY 2020
549.75	7,603.66	HOURS OF DISTRICT PROFESSIONAL LEARNING HOURS OFFERED BETWEEN 3/16/2020 AND 7/31/2020	
1,107.5	14,403.41	TOTAL PROFESSIONAL LEARNING HOURS OFFERED BETWEEN 3/16/2020 AND 7/31/2020	

Source: Data from custom reports in Eduphoria: Strive

ACCOUNTABILITY SUMMARY BY PILLAR

STUDENT LEARNING & PROGRESS

We will inspire learning through an array of personalized opportunities and experiences

Accountability Summary for Pillar 1

CCISD has an early childhood through graduation approach to Student Learning and Progress. From the moment a young learner enrolls in a CCISD school, he/she encounters unique, personalized learning opportunities to grow and learn in basic academic skills such as reading and math. Those personalized opportunities then follow the student all the way through elementary, intermediate, and high school so that he/she is prepared, upon graduation, to be successful in her chosen post-secondary path.

Strengths

- Holistic, pre-K through graduation approach to personalized opportunities.
- Individualized diagnostic programs to assess basic skill development in reading and math.
- Robust offerings and programs in the arts and athletics.
- CTE programs that prepare students for in-demand career and post-secondary opportunities.
- Many additional programs for unique opportunities for students across elementary, intermediate, and high school level.

Opportunities

- Increase the district's emphasis on student agency in the application and process of developing knowledge and skills in authentic context.
- Install check-point diagnostic programs to identify skill gaps and acceleration opportunities in late elementary and intermediate students.
- Build on existing efforts to personalize learning to further meet student needs and to increase the extent to which CCISD holds high expectations for students based on their unique needs and interests.

STUDENT READINESS

We will provide support to meet the needs and aspirations of each student

Accountability Summary for Pillar 2

Preparing future-ready students is a hallmark of CCISD. While Student Readiness is primarily an academic indicator, CCISD recognizes that the ultimate measure of readiness is the preparedness of a student for life after academia.

Strengths

- SAT testing opportunities expanded to all CCISD juniors as part of the school-day SAT program.
- Higher passing rate on AP tests from the previous year.
- A majority of CCISD graduates are accepted by and enrolled in post-secondary institutions, year-over-year.

Opportunities

- For students in grades 1-5, continue to increase yearly growth in mathematics.
- Continue to offer the SAT to all students in grade 11 as part of the SAT school-day at no cost to students.

SAFETY & WELL-BEING

We will ensure safe and nurturing learning environments

Accountability Summary for Pillar 3

Safety is an integral part of a hierarchy of education. Student and staff safety remains of paramount importance, and the District has taken additional steps to ensure all campuses are a safe spaces to learn, explore, and grow. District has reinforced campus and facility entrances and perimeters, activated Standard Response Protocols, and bolstered prevention programs.

Strengths

- Campus/District leaders are stalwart in implementing Year 2 Safety Committee Recommendations.
- District-wide efforts to ensure safety at every District facility are adaptive and responsive to the range of threats that may be faced at the campus level.

Opportunities

- Adapt current standard response protocols to address the changing nature of school and student safety.
- Continue to train teachers and staff in standard response protocols.
- Find the balance between protecting students in terms of health and physical safety while addressing current health requirements.

ENGAGED, WELL-ROUNDED STUDENTS

We will ensure each student is prepared to assume their role as a productive citizen

Accountability Summary for Pillar 4

In 2019-20, District efforts to address the future-ready needs of students has been manifested in educational and social-emotional programming offered in CCISD schools. From campus-specific programs like The Leader in Me and recognitions as Schools of Character to the increased endorsements that correspond with the needs of business and industry, CCISD graduates possess knowledge and skills for the future.

Strengths

- District leaders are driven to provide learning opportunities to prepare students for the learning and working culture of the future.
- Increased graduation endorsement opportunities for students improve future employability.

Opportunities

- Continue to monitor emerging employment trends and partner with local business and industry leaders to establish strategic partnerships.
- Seek to expand affiliation with character-building organizations like Character.org and The Leader in Me.

COMMUNITY ENGAGEMENT & PARTNERSHIPS

We will inspire learning through an array of personalized opportunities and experiences

Accountability Summary for Pillar 5

Clear Creek ISD is fortunate to have the support of a generous community, as evidenced by donations to the Clear Creek Education Foundation, Parent Teacher Associations, Booster Clubs, and various campus-based organizations. However, the impact of school facility closures from March to June 2020 impacted fund-raising activities by these groups, and donation levels, specifically for various PTA groups, will result in less money raised to support unique programming for students. CCISD leaders value effective communication with the community and have deployed a multimodal system of outreach through public meetings, social media, and podcasts.

Strengths

- Campus-specific organizations eagerly support educational programming with financial resources.
- District communication systems distribute information via a range of platforms.

Opportunities

- Engage in efforts to promote membership in campus-specific groups.
- Seek new ways to ensure effective communication with the community.

FISCAL & OPERATIONAL SYSTEMS

We will ensure mutual understanding and support through effective communication

Accountability Summary for Pillar 6

CCISD continues to be a model of financial stewardship as reflected in state-wide recognitions received each year. Over the last three school years the CCISD tax rate has decreased by nine cents. Additionally, CCISD has been able to meet the unexpected demands due to the COVID-19 pandemic.

Strengths

- Avoided tax rate increases for at least three consecutive years.
- Received an unqualified audit opinion from an independent, third-party auditor.
- The percentage of the total budget allotted for instruction related costs increased in 2019-20.

Opportunities

- Continue to explore cost-saving measures to offset any shortfalls in revenue.

PROFESSIONAL LEARNING/QUALITY STAFF

We will build capacity for organizational change

Accountability Summary for Pillar 7

In a three-year period from 2017 to 2020, retention rates of qualified teachers have improved, with fewer teacher resignations at all levels of instruction. This has resulted in an increase in the number of experienced teachers in District classrooms.

From a professional development perspective, just as CCISD offers personalized learning opportunities for students, the District offers personalized professional learning for teachers and staff, in addition to required trainings. Although it is difficult to correlate the quantity of professional learning offerings to student outcomes, the sheer volume of professional learning completed by teachers indicates a level of commitment to professional growth exemplified by District teachers, especially in Spring 2020 in the shift to virtual instruction.

Strengths

- Recruitment of qualified teachers has remained a priority.
- Experienced teachers are in our classrooms.
- Professional learning offerings are frequent, varied, and multi-modal.

Opportunities

- Continue to recruit outstanding teachers through various networks with a goal of selecting the most qualified teachers to work in CCISD.
- Continue to offer professional learning in a variety of modes – in-person and virtual – to meet the present and future learning needs of teachers and staff.