



THE CLEAR CREEK INDEPENDENT SCHOOL DISTRICT
2020-21 COMMUNITY-BASED ACCOUNTABILITY REPORT

IGNITING LEARNING FOR ALL

EIGHTH EDITION
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CLEAR CREEK INDEPENDENT SCHOOL DISTRICT
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CCISD.NET



OUR MISSION

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.



IGNITING LEARNING FOR ALL

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A Message to Our Community

The Clear Creek Independent School District is proud to present this comprehensive Community-Based Accountability Report which reflects what you, a Clear Creek ISD taxpayer, values in your local school district. All too often, it is the people in Austin or Washington who attempt to derive measures and outcomes that do not necessarily correlate to local needs.

For example, we know you want your schools to be safe and nurturing learning environments where students and adults come together to create and solve real-world problems. You want students who can excel in the classroom, on the stage or field, and in college and a career. It is through these well-rounded experiences that children see their highest potential. Certainly, some level of assurances can come from state standardized tests, but they are not necessarily the whole story or your children's story.

Since 2013, your school district has been at the forefront regionally and statewide to advocate for meaningful accountability systems that hold school districts to the high standards their local constituents set.

For us, there are a set of pillars that drive decision-making in Clear Creek ISD. They are as follows:

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

As you will read, our Community-Based Accountability Report has evolved to reflect the challenges and opportunities that COVID-19 presented to Clear Creek ISD. Throughout this report, you will see a school system and its staff leading through COVID-19 to ensure each child has a pathway to success.

On behalf of the Board of Trustees and the Superintendent of Schools, thank you for your continued support of the Clear Creek Independent School District.

Jay Cunningham

Clear Creek Independent School District
Board President



A New Vision of Accountability

2020-21 Community-Based Accountability Report

Clear Creek ISD has been at the forefront of educational accountability. Since 2013, Clear Creek ISD has led statewide efforts to encourage other local school districts to create community-based accountability systems that ensure student success is monitored, measured, and reported based on what local stakeholders feel is most important. This year marks the eighth year CCISD has issued a Community-Based Accountability Report based on factors valued by the community and reflected in the Community-Based Accountability Pillars depicted in the table.

Student Learning and 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 and 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 and Partnerships

We will broaden and strengthen connections within our communities.

Fiscal and Operational Systems

We will ensure mutual understanding and support through effective communication.

Professional Learning and Quality Staff

We will build capacity for organizational change.



Igniting Learning for All

About Clear Creek ISD

Founded in 1948, the Clear Creek Independent School District serves the citizens of a large portion of Galveston and Harris counties. Today, CCISD is the 28th largest public school district in Texas, providing education to more than 40,000 students and employs approximately 5,000 employees.

The District spans 13 cities, two-counties and 110-square miles. It is governed by seven elected Board of Trustees, five district positions and two at-large. The Chief Executive Officer of the school district is the Superintendent of Schools.

In January 2021, the District experienced a change in leadership. Dr. Greg Smith retired as Superintendent after 13 years of service. Dr. Eric Williams was named his replacement in November 2020 and assumed the role of Superintendent in January 2021.



45
Schools



40K+
Students



5K+
Employees

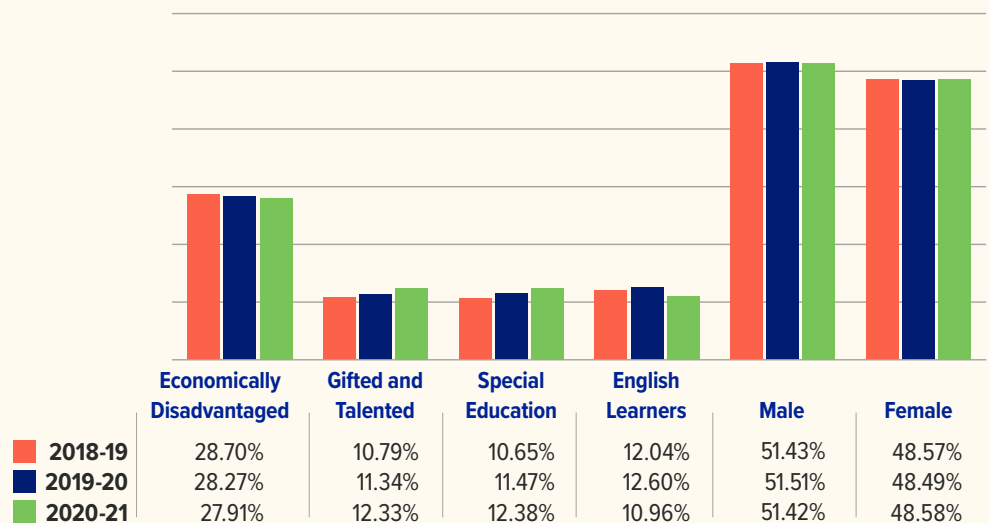
CCISD Demographics

Clear Creek ISD is a diverse school district. In the 2020-2021 school year, 79 languages were spoken in District homes. Below is the ethnicity and race breakdown of the student population followed by student demographics.

Grade	Count	Percent	Black or African American	Hispanic/Latino	White	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Two or More Races
Early Education	246	0.60%	8.54%	34.96%	46.75%	0.00%	4.07%	0.41%	5.28%
Pre-K	607	1.49%	11.04%	45.80%	28.67%	0.00%	9.72%	0.16%	4.61%
Kindergarten	2,611	6.41%	6.59%	34.16%	46.23%	0.19%	7.77%	0.08%	4.98%
1	2,760	6.78%	7.64%	33.55%	45.40%	0.14%	8.12%	0.11%	5.04%
2	2,797	6.87%	7.04%	33.29%	46.16%	0.39%	7.94%	0.18%	5.01%
3	2,843	6.98%	6.65%	34.47%	44.32%	0.39%	9.29%	0.21%	4.68%
4	2,971	7.29%	7.67%	32.85%	46.72%	0.20%	7.94%	0.17%	4.44%
5	3,026	7.43%	7.40%	33.71%	45.44%	0.13%	8.49%	0.26%	4.56%
6	3,113	7.64%	7.48%	33.76%	44.30%	0.26%	9.06%	0.13%	5.01%
7	3,282	8.06%	8.90%	31.63%	45.16%	0.12%	8.90%	0.15%	5.15%
8	3,259	8.00%	8.41%	31.76%	44.92%	0.21%	9.85%	0.03%	4.82%
9	3,425	8.41%	8.99%	32.38%	43.62%	0.32%	9.75%	0.23%	4.70%
10	3,424	8.41%	8.47%	33.09%	43.98%	0.32%	9.84%	0.18%	4.12%
11	3,275	8.04%	8.46%	29.83%	45.65%	0.31%	11.02%	0.12%	4.61%
12	3,098	7.60%	8.20%	28.99%	47.00%	0.10%	11.36%	0.19%	4.16%
2018-2019	42,205	100%	8.19%	31.35%	45.83%	0.26%	9.56%	0.14%	4.68%
2019-2020	42,388	100%	8.10%	32.24%	45.29%	0.24%	9.28%	0.14%	4.71%
2020-2021	40,737	100%	7.95%	32.72%	45.02%	0.23%	9.22%	0.16%	4.71%

Data Source: PEIMS Snapshot data (enrollment as of the last Friday in October 2020)

The table provides a graphical representation of District demographics from 2018 to 2021 and the fluctuation in student group populations.



Data Source: PEIMS snapshot data (enrollment as of the last Friday in October 2020)

Campus Enrollment

The table at right records the variations in enrollment at the campus level over the past three school years.



Annual Attendance Rate

Overall school attendance rates have remained consistent for the past three years.

2018-2019: **95.50%**

2019-2020: **95.60%**

2020-2021: **95.60%**

Data Source: PEIMS files as accessed through OnData Suite

Campus	2018-2019	2019-2020	2020-2021
Clear Brook High School	2,258	2,327	2,394
Clear Creek High School	2,391	2,476	2,381
Clear Falls High School	2,773	2,643	2,564
Clear Horizons ECHS	443	447	444
Clear Lake High School	2,325	2,340	2,440
Clear Path Alternative School	86	88	40
Clear Springs High School	2,815	2,832	2,833
Clear View High School	210	186	128
Bayside Intermediate School	874	861	942
Brookside Intermediate School	892	980	969
Clear Creek Intermediate School	756	769	762
Clear Lake Intermediate School	930	894	840
Creekside Intermediate School	915	925	901
League City Intermediate School	1,066	1,043	1,083
Seabrook Intermediate School	958	976	959
Space Center Intermediate School	1,030	1,044	925
Victory Lakes Intermediate School	1,126	1,119	1,052
Westbrook Intermediate School	1,141	1,195	1,217
Armand Bayou Elementary School	576	544	509
Bauerschlag Elementary School	949	861	795
Bay Elementary School	723	660	616
Brookwood Elementary School	757	829	776
Campbell Elementary School	**	645	640
Clear Lake City Elementary School	601	561	512
Ed White Elementary School	641	652	625
Falcon Pass Elementary School	613	536	515
Ferguson Elementary School	699	763	702
Gilmore Elementary School	874	732	734
Goforth Elementary School	897	851	782
Greene Elementary School	679	708	629
Hall Elementary School	561	514	503
Hyde Elementary School	653	731	652
Landolt Elementary School	851	806	749
League City Elementary School	501	783	739
McWhirter Elementary School	901	828	761
Mossman Elementary School	988	767	776
North Pointe Elementary School	802	738	647
Parr Elementary School	837	806	759
Robinson Elementary School	482	544	541
Ross Elementary School	633	647	562
Stewart Elementary School	810	784	694
Ward Elementary School	561	594	560
Weber Elementary School	937	943	864
Wedgewood Elementary School	729	752	647
Whitcomb Elementary School	654	661	572
CCISD Total Enrollment	42,205	42,388	40,737

Data Source: PEIMS snapshot data (last Friday in October 2020)
Total enrollment includes enrollment in JJAEPs based on snapshot

Accountability Pillar

Student Learning and Progress

Learning Experiences that Inspire Student Achievement, Agency, and Growth



Clear Creek ISD had a total student population of 40,737 in the 2020-2021 school year. At the beginning of the school year, due to COVID-19, the percentage of students enrolled in virtual learning compared to brick and mortar was approximately 50%. This percentage of online learners decreased over time as families felt comfortable sending their children back to in-person learning.

2020-2021
STUDENT POPULATION
40,737



The virtual learning environment was known as Clear Connections Virtual Learning. Students in Pre-kindergarten through 12th grade were enrolled in a full-time virtual program. Students had their own classmates and teachers along with a daily academic schedule which included synchronous and asynchronous learning. Throughout the school year, enrollment fluctuated and a percentage of students in Clear Connections also received direct instruction from a teacher in a brick-and-mortar classroom which the District called a hybrid class.

Quarterly Enrollment in Brick and Mortar and Clear Connections				
Quarter	Brick and Mortar Enrollment		Clear Connections Enrollment	
	Count	Percentage	Count	Percentage
Quarter 1 (Aug-Oct)	27,105	66.5%	13,649	33.5%
Quarter 2 (Oct-Dec)	30,207	76.8%	9,153	23.2%
Quarter 3 (Jan -March)	33,034	80.9%	7,807	19.1%
Quarter 4 (March-May)	33,523	82.6%	7,079	17.4%

Data Source: Skyward enrollment reports run at the end of each grading period



Quarterly Hybrid Course Offerings			
Quarter	Intermediate Offerings	High School Offerings	Total Offerings
Quarter 1 (Aug-Oct)	248	220	468
Quarter 2 (Oct-Dec)	254	217	471
Quarter 3 (Jan-March)	218	207	425
Quarter 4 (March-May)	215	195	410

Data Source: Office of the Assistant Superintendent for Secondary Education

The District closely monitored student progress in both environments as well as how students persisted and performed in unique learning conditions. Below is a survey of staff and students which was conducted by Hanover Research. More than 75% of all stakeholders who responded to the survey stated Clear Creek ISD sets high expectations for student achievement.

My School Sets High Expectations for Student Achievement								
	Number	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know/ Not Applicable	Grand Total
Current CCISD Student	14,291	31.04%	44.47%	14.61%	3.71%	1.78%	4.39%	100%
Brick and Mortar	10,587	30.43%	44.88%	15.04%	3.88%	1.75%	4.02%	100%
Clear Connections	3,704	32.78%	43.30%	13.39%	3.21%	1.86%	5.45%	100%
Parent/Guardian of a Current CCISD Student	3,320	39.31%	43.83%	9.49%	4.07%	1.90%	1.42%	100%
Brick and Mortar	2,433	39.91%	43.86%	9.41%	3.90%	1.56%	1.36%	100%
Clear Connections	887	37.66%	43.74%	9.70%	4.51%	2.82%	1.58%	100%
School Staff	1,365	49.16%	37.95%	6.45%	4.25%	1.39%	0.81%	100%
Brick and Mortar	542	51.85%	37.82%	4.61%	3.14%	1.29%	1.29%	100%
Clear Connections	823	47.39%	38.03%	7.65%	4.98%	1.46%	0.49%	100%
Grand Total	18,976	33.79%	43.89%	13.13%	3.81%	1.77%	3.62%	100%

Data Source: 2020-21 CCISD Climate Survey

Elementary Education Pre-Kindergarten-5 Grade

Reading and Mathematics are foundational subjects for students in elementary schools. Clear Creek ISD utilizes an array of assessments, both formal and informal, to monitor student progression towards mastery of the Texas Essential Knowledge and Skills.



Reading

Students begin elementary school with the goal to learn how to read, and by the third grade, they are reading to learn. This philosophy scaffolds Clear Creek ISD's English Language Arts curriculum in pre-kindergarten through third grade.

In Texas, students do not take a state standardized test until the third grade. In Kindergarten through second grade, Clear Creek ISD utilizes a nationally recognized benchmark assessment system (BAS) which identifies a reading level for each student. The assessment is administered to students in Kindergarten through second grade at the beginning of the school year and again at the end to measure growth over time. Struggling readers will also be supported by the BAS in grades third–fifth to close learning gaps.



Beginning in the third grade, students take the State of Texas Assessment of Academic Readiness (STAAR) in several subjects. Generally, Clear Creek ISD students perform higher on STAAR than the state average. Listed are student STAAR passing percentages in Reading in grades third–fifth. The State ranks Approaches, Meets, and Masters as all passing scores. For reference, 41% of the 82% of students who passed the Reading STAAR, exceeded expectations which is the Masters Level.

Students who do not meet the Approaches level are provided instructional intervention supports to bridge learning gaps.

Growth as Measured by the Benchmark Assessment System (BAS) 2020-21

Grade Level	% On or Above Reading Level	
	Fall	Spring
Kindergarten	61.9%	72.5%
Grade 1	55.3%	64.4%
Grade 2	57.7%	74.0%

Source: Eduphoria: Aware data

2021 STAAR Elementary Reading

	Approaches		Meets		Masters	
	CCISD	State	CCISD	State	CCISD	State
Grade 3	78%	67%	50%	39%	27%	19%
Grade 4	73%	63%	46%	36%	24%	17%
Grade 5	82%	73%	59%	46%	41%	30%

Mathematics

Clear Creek ISD teachers utilize the Dreambox Learning software to personalize math instruction for students. In any classroom, students vary on their level of proficiency and mastery of math concepts. This learning platform allows teachers to target lessons and assignments based on a student’s level of proficiency and to move them along the mathematic continuum.

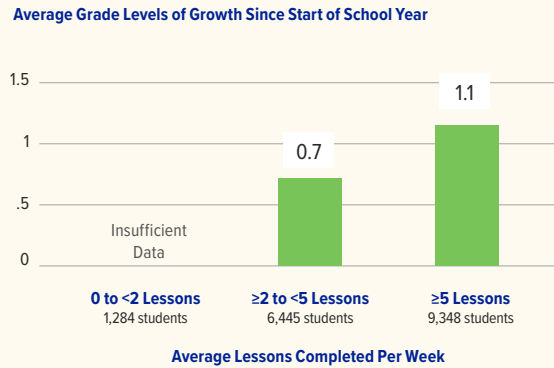
The data shows grade-level growth of elementary students in math based on their use of the Dreambox program. Fifty-five percent of elementary students met the recommended use standards in at least five Dreambox lessons each week. Those students who met the recommended usage grew, on average, more than one grade level in math proficiency. Students who did not meet the recommended usage exhibited less than one year’s growth in math proficiency.

Dreambox Impact

Date Range: August 24, 2020 - May 27, 2021

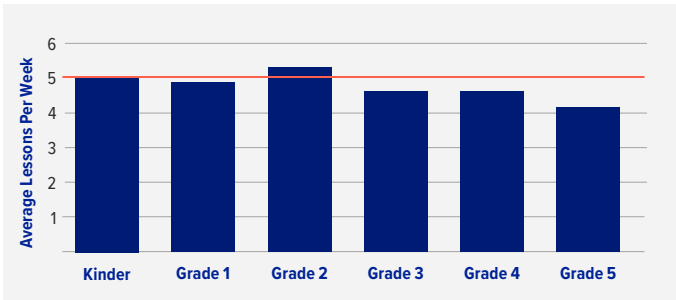
Overall District Metrics

Total Students: 17,077 Average Growth: 1



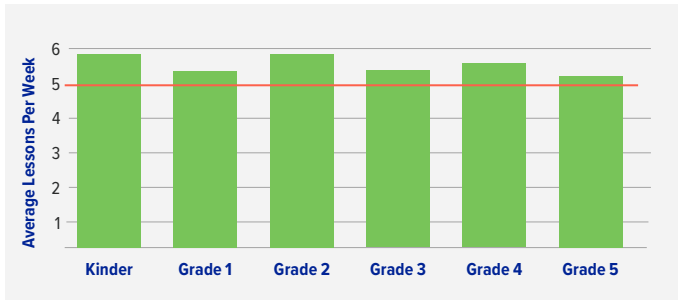
The graphs below represent the average lessons per week for Kindergarten through fifth grade over the past two years.

2019-2020



Source: Dreambox Usage Overview Reports

2020-2021



Source: Dreambox Usage Overview Reports



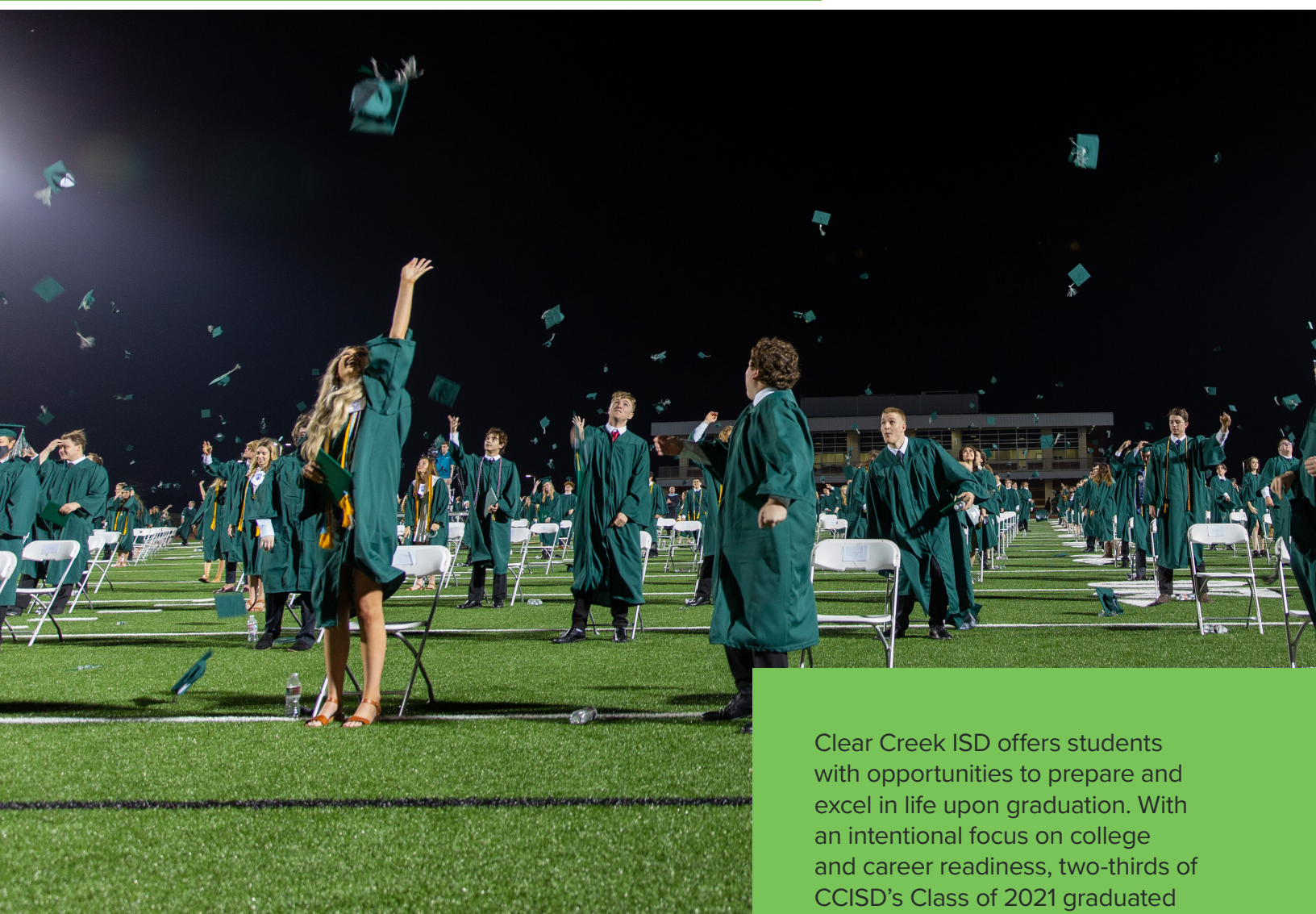
On STAAR Mathematics, 76%-81% of students in grades third–fifth passed the state assessment, nearly 10% more than the state average, and upwards of 36% reached the Masters Level in fifth grade. To view STAAR results for grades third–twelfth in tested subjects, see the Appendix.

2021 STAAR Elementary Mathematics						
	Approaches		Meets		Masters	
	CCISD	State	CCISD	State	CCISD	State
Grade 3	71%	62%	37%	31%	19%	14%
Grade 4	70%	59%	46%	36%	28%	21%
Grade 5	81%	70%	58%	44%	36%	25%

Accountability Pillar

Student Readiness

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



Clear Creek ISD offers students with opportunities to prepare and excel in life upon graduation. With an intentional focus on college and career readiness, two-thirds of CCISD's Class of 2021 graduated with the intent to pursue post-secondary education.

College Readiness Exams

CCISD students participate in multiple college-ready exams, including the PSAT, SAT, ACT, and TSIA2.

SAT

The SAT is a college readiness exam offered through The CollegeBoard® that measures students' abilities in Evidence-based Reading and Writing (EBRW) and mathematics. The highest score possible on the SAT is an 800 in EBRW and an 800 in Math for a total score of 1600.

ACT

The ACT is another college readiness exam that measures students' performance in four subject areas: English, math, reading, and science. The highest possible score on each of the four subjects is a 36, and the composite score is an average of the four subjects with a score of 36 being the highest possible average.



SAT Performance - All Testers					
Year	SAT	# of Students	Avg EBRW	Avg Math	Avg Total
2017-18	District*	1,185	578	581	1159
2017-18	State	226,374	520	512	1032
2017-18	Global	2,136,539	536	531	1068
2018-19	District*	2,637	570	569	1136
2018-19	State	236,665	515	507	1022
2018-19	Global	2,220,087	531	528	1059
2019-20	District*	4,170	533	532	1063
2019-20	State	252,019	510	500	1010
2019-20	Global	2,198,460	528	523	1051
2020-21	District*	3,309	533	531	1063
2020-21	State	225,685	505	498	1003
2020-21	Global	1,509,133	533	528	1060

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

ACT Performance - All Testers							
Year	SAT	# of Students	Average English	Avg Math	Avg Reading	Avg Science	Avg Total
2017-18	District*	915	23	23.6	24.6	23.9	23.8
2017-18	State	141,253	19.6	20.6	21.1	20.8	20.6
2017-18	Global	1,914,817	20.2	20.5	21.3	20.7	20.8
2018-19	District*	1,060	23.7	24	25.2	24.3	24.3
2018-19	State	136,061	19.5	20.4	21.1	20.6	20.5
2018-19	Global	1,782,820	20.1	20.4	21.2	20.6	20.7
2019-20	District*	555	22.9	23.3	24.7	23.7	23.7
2019-20	State	131,292	19.1	20.1	20.8	20.4	20.2
2019-20	Global	1,670,497	19.9	20.2	21.2	20.6	20.6
2020-21	District*	361	24.7	24.3	26.2	25.3	25.1
2020-21	State	88,948	18.9	20	20.6	20.3	20.1
2020-21	Global	1,295,349	19.6	19.9	20.9	20.4	20.3

Source: ACT Datafiles | *Average calculated using each students' highest score from each school year

PSAT

The PSAT assessments are a scaffolded measure of student readiness for the SAT and college material. THE PSAT/NMSQT is designed for use by 10th and 11th graders and includes the content and skills they have most likely had the opportunity to learn by those grade levels. Additionally, the PSAT/NMSQT is used as a qualifying assessment for National Merit honors and recognitions when taken by students in the fall of their second to last year of high school. The PSAT 8/9 is also similarly designed to resemble the SAT, but it includes content and material appropriate for eighth and ninth graders. The 2020-21 school year was the third consecutive year that CCISD offered the PSAT 8/9 to all enrolled ninth graders. Using the succession of PSAT assessments in ninth and tenth grades provides data to schools to help encourage students to explore and enroll in more rigorous AP courses, and it provides data to students to help them better prepare themselves for their post-secondary pursuits.

National Merit Semi-Finalists

National Merit Semi-finalists are represented by the top one percent of 11th grade scorers on the fall PSAT/NMSQT from each state.

# of National Merit Semi-Finalists			
	2018-19	2019-20	2020-21
Total	17	17	18

Data Source:

National Merit Corporation annual press releases

TSIA

TSIA is the Texas Success Initiative Assessment. Students who pass the TSIA do not have to take remedial courses in math and English at any public post-secondary institution in Texas.

PSAT/NMSQT Performance - 11th Grade							
Year	PSAT/NMSQT	Avg EBRW	% Met EBRW	Avg Math	% Met Math	Avg Total	% Met Both
2017-18	District	576	88%	570	72%	1147	70%
2017-18	State	488	60%	483	37%	971	35%
2017-18	Global	512	68%	502	46%	1014	44%
2018-19	District	590	92%	580	78%	1170	77%
2018-19	State	489	61%	482	37%	972	35%
2018-19	Global	512	69%	501	45%	1013	43%
2019-20	District	575	87%	556	68%	1131	67%
2019-20	State	487	59%	477	34%	963	32%
2019-20	Global	509	67%	494	42%	1004	41%
2020-21	District	574	89%	558	73%	1132	71%
2020-21	State	508	67%	493	43%	1001	41%
2020-21	Global	533	76%	510	51%	1044	49%

PSAT/NMSQT Performance - 10th Grade							
Year	PSAT/NMSQT	Avg EBRW	% Met EBRW	Avg Math	% Met Math	Avg Total	% Met Both
2017-18	District	482	69%	470	43%	952	43%
2017-18	State	456	57%	452	37%	908	33%
2017-18	Global	471	63%	462	40%	932	38%
2018-19	District	485	69%	476	49%	960	47%
2018-19	State	457	58%	453	38%	910	36%
2018-19	Global	470	63%	462	42%	932	40%
2019-20	District	479	67%	469	46%	948	43%
2019-20	State	453	56%	449	35%	903	33%
2019-20	Global	467	61%	458	39%	925	37%
2020-21	District	488	72%	482	54%	970	50%
2020-21	State	473	66%	465	43%	938	40%
2020-21	Global	488	71%	471	46%	959	43%

PSAT Performance - 9th Grade							
Year	PSAT	Avg EBRW	% Met EBRW	Avg Math	% Met Math	Avg Total	% Met Both
2018-19	District	450	66%	453	55%	903	50%
2018-19	State	428	55%	430	43%	858	38%
2018-19	Global	440	60%	434	44%	874	41%
2019-20	District	451	66%	460	54%	911	49%
2019-20	State	428	55%	437	41%	865	37%
2019-20	Global	432	57%	431	38%	863	35%
2020-21	District	452	67%	446	45%	897	41%
2020-21	State	441	60%	439	42%	880	39%
2020-21	Global	453	66%	439	43%	892	41%

Data Source: CollegeBoard® PSAT/NMSQT Datafiles

TSIA Student Participation				
	2017-18	2018-19	2019-20	2020-21
CCISD	498	457	292	359

Source: OnData Suite

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

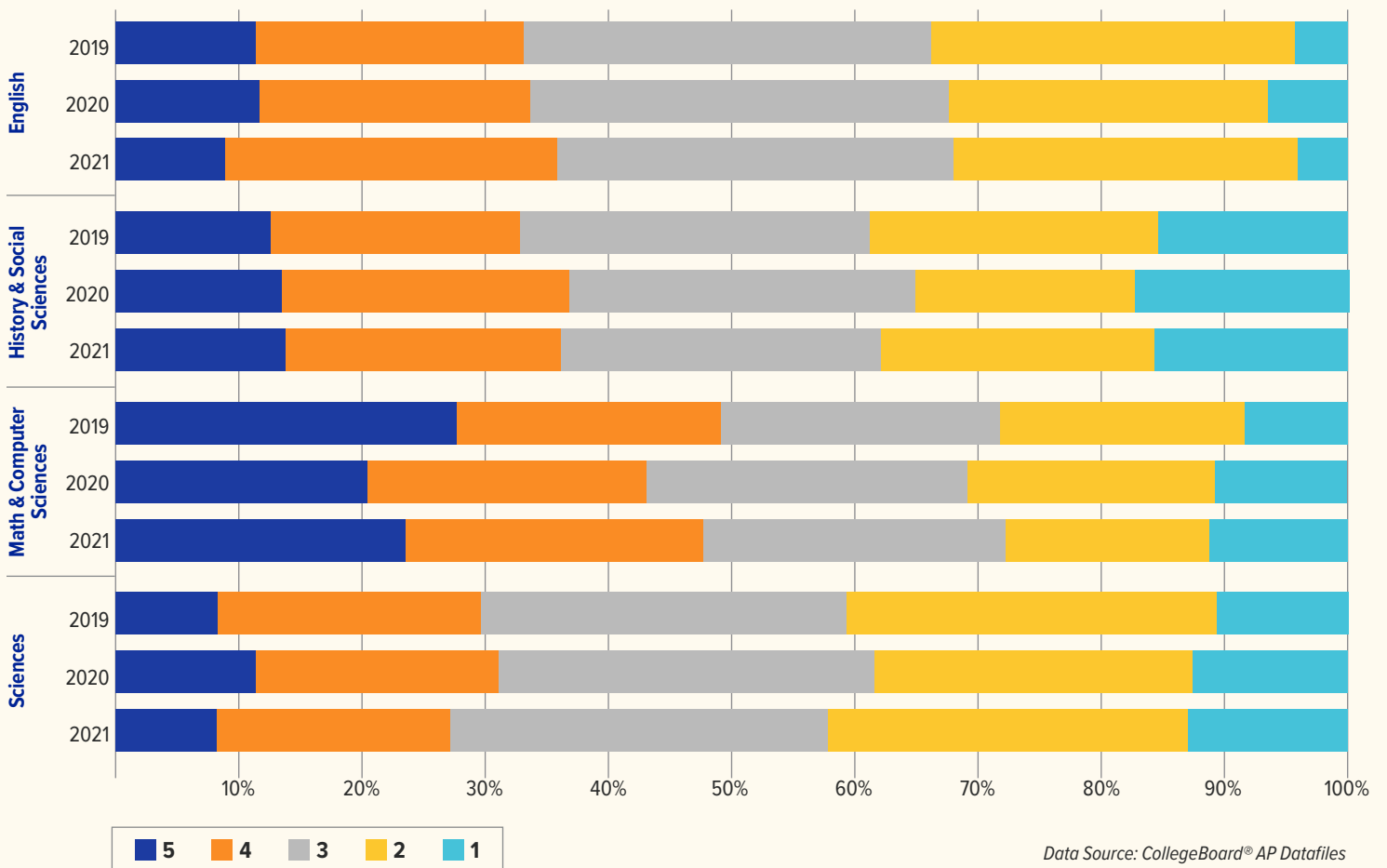


College Readiness Coursework

Advanced Placement (AP)

Advanced Placement courses engage students in a rigorous curriculum across a variety of self-selected subjects and courses. At the end of the school year, students have the opportunity to take an AP exam that may result in the student earning college credit for that subject if their exam score meets preset criteria. CollegeBoard® considers a score of three, four or five, to be passing.

For the 2020-2021 school year, 68% of students who took the AP test in English earned a three or higher which was up from 66% in 2019.



Data Source: CollegeBoard® AP Datafiles

AP exams are fee-based and optional. Clear Creek ISD monitors the percentage of students who are enrolled in an advanced level course and take the exam. CCISD has financial assistance for students who would like to take the optional exam but may not enroll due to financial circumstances.

The table at right shows the number of students enrolled in AP courses, the number of AP tests taken by CCISD students, and the percentage of students who tested out of the number of students enrolled.

Participation in AP Courses			
Year	Students Enrolled	Students Testing	% of Students Testing
2018-19	9,041	5,905	65%
2019-20	9,793	6,751	69%
2020-21	9,491	6,067	64%

Data Source: CollegeBoard® AP Datafiles

Dual Credit Earned

Dual credit courses allow students to receive both high school credit toward graduation and college credit from a local community college simultaneously. CCISD partners with two institutions to offer dual credit to our students. Students going to school in Harris County may receive dual credit in partnership with San Jacinto Community College, and students attending a school in Galveston County may receive dual credit in association with College of the Mainland.

Count of Students Earning Dual Credit by Grade			
	2018-19	2019-20	2020-21
Students in 9th Grade	124	122	121
Students in 10th Grade	150	167	112
Students in 11th Grade	357	400	418
Students in 12th Grade	417	549	491
Total Students	1,048	1,238	1,142

Source: OnData Suite from PEIMS Summer and Extended files

Graduation rates are an important indicator of student readiness.

Four-Year Graduation Rates							
Class of		Total Graduates	Graduated	Continued	Received TXCHSE	Dropped Out	Total
2018	CCISD	2,953	95.90%	2.30%	0.30%	1.50%	100%
2018	Texas	347,893	90.00%	3.80%	0.40%	5.70%	100%
2019	CCISD	3,068	96.90%	1.60%	0.20%	1.40%	100%
2019	Texas	355,615	90.00%	3.70%	0.50%	5.90%	100%
2020	CCISD	3,059	97.40%	1.40%	0.20%	1.10%	100%
2020	Texas	347,392	90.30%	3.90%	0.40%	5.40%	100%

Source: Texas Academic Performance Report. Official graduation data is reported one year later.

Graduation Endorsements

The 83rd Legislature established the Foundation High School Program in 2013 as the new high school program for all students who entered ninth grade in 2014-15 and beyond. Based on the Foundation High School Program (FHSP) graduation requirements, students may select courses that align with certain endorsement pathways, or specific areas of study as seen in the table below. The distinguished level of achievement occurs when students earn a certain number of credits required for the specific endorsement declared. Students may alter or add endorsements any time in their high school career. Students also have the option to opt out of an endorsement after the completion of their sophomore year pending parent and administrator approval. The Non-Distinguished-No Endorsement heading below indicates that students did not earn an endorsement.

Endorsements Earned by CCISD Graduates			
Endorsement Type	Number of Graduates		
	2018-19	2019-20	2020-21
Arts and Humanities Endorsement	880	1,088	1,143
Business and Industry Endorsement	1,553	1,630	1,605
Multi-disciplinary Endorsement	2,143	2,417	2,408
Public Services Endorsement	641	654	687
STEM Endorsement	1,404	1,415	1,331
Not FHSP Distinguished with endorsements	68	68	72
Not FHSP Distinguished No Endorsement	604	514	477

Students may earn more than one endorsement

Source: PEIMS (ODS FHSP Graduation Report for All Students)

Source: House Bill 5: Foundation High School Program | Texas Education Agency

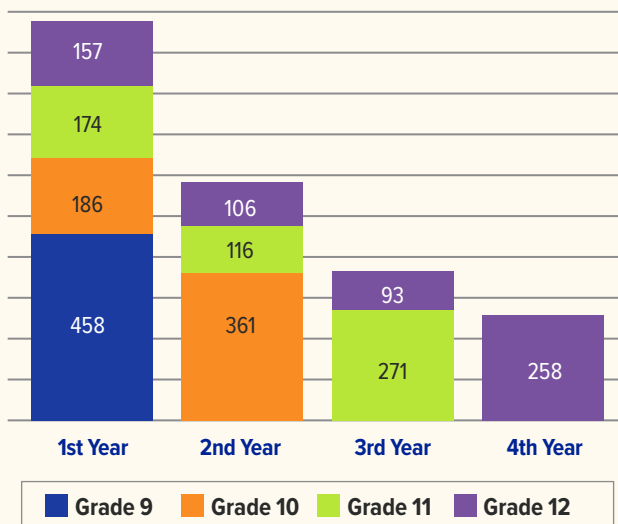
Superintendent SCHOLARS



Superintendent Scholars

CCISD recognizes meritorious academic achievement of high school students through the Superintendent Scholars program. Superintendent Scholars have earned grades of at least 95 in all courses (85 in advanced academics/honors) each semester. The graph below reflects the attainment of Superintendent Scholars by grade level and cumulative year of award receipt. For example, 458 ninth grade students earned a Superintendent Scholar award for the first time, and 361 10th graders earned a Superintendent Scholar award for the second time.

2020-2021 Superintendent Scholars by Grade Level



Data Source: CCISD Office of the Assistant Superintendent of Secondary Education

Expected College Enrollment

Based on data obtained from Naviance (self-reported by students), the table below lists the top 25 colleges where students applied for admission in 2021.

College	Students who Applied
Texas A & M University-College Station	434
University of Houston	263
The University of Texas at Austin	261
San Jacinto Community College	177
Texas State University	147
Baylor University	106
Sam Houston State University	102
Texas Tech University	101
University of Houston-Clear Lake	70
Rice University	67
The University of Texas at Dallas	65
Stephen F Austin State University	59
The University of Texas at San Antonio	59
University of Mary Hardin-Baylor	46
University of North Texas	45
Louisiana State University	31
Southern Methodist University	31
Harvard University	28
Trinity University	28
The University of Alabama	23
Texas Christian University	23
University of Oklahoma-Norman Campus	22
Stanford University	22
Tulane University of Louisiana	22
University of California-Los Angeles	21
Total	2,253

Data Source: Naviance College Admissions Statistics obtained in Fall 2021. This data is self-reported by students.

Percentage of Students who Earned an Associate's Degree			
	2017-18	2018-19	2019-20
CCISD Students	3.0%	2.7%	3.0%
CHECHS Students	93.8%	86.2%	95.0%

Data Source: TAPR Reports (Class of 2021 Associate's Degree data is not included in the 2020-2021 TAPR report). CHECHS is Clear Horizons Early College High School which is located on San Jacinto Community College campus. Students enroll in both high school and college to earn a diploma and an associate degree within four years.

Accountability Pillar

Safety and Well-being

We will ensure safe and nurturing learning environments.



The 2020-2021 school year was focused on protecting students and staff from the COVID-19 virus. Prior to the start of the school year, the District relied on a committee of health experts, staff, students, and parents to create health protocols.

Due to the uncertainty, considering Texas schools did not finish the second semester

in 2019, the District took a cautious approach to reopening schools bringing in groups of students over a three-week period.

Additionally, the District strictly adhered to executive orders and Texas Education Agency requirements regarding face coverings, mandatory exclusions, and contact tracing.



Despite all the challenges associated with operating a public school during the pandemic, Clear Creek ISD remained open the entire 2020-21 school year.

When asked, 70% of the community who responded to a survey agreed with CCISD's response to the pandemic.

The CCISD COVID-19 Health/Safety Protocols have been implemented consistently and effectively.		
		n=17477
Strongly disagree	5%	917
Disagree	8%	1,412
Neither agree nor disagree	16%	2,862
Agree	40%	6,961
Strongly agree	30%	5,325
Top 2 (agree + strongly agree)	70%	12,286

n=total count

The following is a survey regarding the public's perspective on school safety.

Results from the 2020-21 Climate Survey: % Agree + Strongly Agree			
Survey Statement	School Staff (n=1561-1844)	Parent/ Guardian (n=2734-3132)	Student (n=12,980-13,785)
[My school/my child's school] provides a safe learning space for students.	90%	88%	82%
[I feel/my child feels] safe going to and from school.	91%	90%	81%
[I feel/my child feels] safe at school-sponsored events and activities held after school.	82%	86%	78%
[I feel/my child feels] safe at school.	85%	87%	77%
[My school/my child's school] does NOT have issues with violence or theft.	74%	70%	57%

n=total count

Student Well-Being

Clear Creek ISD partners with parents to support the development of character and leadership skills among students. Clear Creek ISD has a set of Core Values which are explicitly part of the District's character curriculum.



TRUSTWORTHINESS



RESPECT

TRUSTWORTHINESS

Act with honesty in all that you do



RESPONSIBILITY



FAIRNESS

RESPONSIBILITY

Own your choices



CARING



CITIZENSHIP

FAIRNESS

Play by the rules and consider the needs of others

CARING

Be kind to others

CITIZENSHIP

Work to improve your school, community, and country

Schools of Character

Clear Creek ISD is the proud home to 14 Texas Schools of Character and 12 National Schools of Character by Character.org, a national advocate and leader for character in schools, families, sports teams, and the workplace.



Results from the 2020-21 Climate Survey

As students enter kindergarten through grade 12, conflict resolution, showing empathy to others, and managing emotions are all part of the District's character education. Survey results regarding perceptions of student behavior can be found at right.



[My school/my child's school] develops students' abilities to empathize with others.		
	Percentage	Count (total count = 12,424)
Strongly Disagree	4%	453
Disagree	9%	1,152
Neither Agree nor Disagree	24%	3,023
Agree	44%	5,486
Strongly Agree	19%	2,310
Top 2 (agree + strongly agree)	63%	7,796
[My school/my child's school] develops students' abilities to resolve conflict.		
	Percentage	Count (total count = 12,391)
Strongly Disagree	4%	520
Disagree	11%	1,373
Neither Agree nor Disagree	26%	3,183
Agree	42%	5,202
Strongly Agree	17%	2,113
Top 2 (Agree + Strongly Agree)	59%	7,315
[My school/my child's school] develops students' abilities to manage emotions.		
	Percentage	Count (total count = 12,314)
Strongly Disagree	7%	910
Disagree	13%	1,656
Neither Agree nor Disagree	27%	3,267
Agree	36%	4,470
Strongly Agree	16%	2,011
Top 2 (Agree + Strongly Agree)	53%	6,481

Data Source: 2020-21 CCISD Climate Survey

% Agree + Strongly Agree			
Survey Statement	School Staff (n = 1803-1817)	Parent/Guardian (n = 2862-3119)	Student (n = 12,953-13,516)
Adults at [my school/my child's school] care about students.	97%	87%	77%
Adults at [my school/my child's school] consistently enforce school rules.	70%	76%	74%
Adults at [my school/my child's school] respect students.	94%	84%	72%
Adults at [my school/my child's school] fairly enforce school rules.	79%	75%	70%
Students at [my school/my child's school] understand school rules.	88%	88%	67%
Students at [my school/my child's school] help each other learn.	86%	74%	64%
Students at [my school/my child's school] care about other students.	84%	77%	60%
Students at [my school/my child's school] respect other students.	81%	73%	54%
Students at [my school/my child's school] follow school rules.	76%	76%	50%

Data Source: 2020-21 CCISD Climate Survey

n=total count

Engaged, Well-Rounded Students

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



One of the primary goals of Clear Creek ISD is educate a well-rounded and academically engaged student. From leadership and character development to physical and artistic talents, the District offers a wide range of experiences for students.

In addition to content mastery and overall academic achievement, CCISD monitors student participation in and satisfaction of athletics, career and technical education, and fine arts programming.

The 2020-2021 school year participation levels primarily remained unchanged.

Fine Arts and Athletics Participation*					
	Students	# in Athletics	%	# in Fine Arts	%
2018-19	13,279	5,355	40%	6,048	46%
Grade 9	3,680	1,981	54%	2,343	64%
Grade 10	3,388	1,424	42%	1,493	44%
Grade 11	3,210	1,105	34%	1,201	37%
Grade 12	3,001	845	28%	1,011	34%
2019-20	13,315	4,876	37%	5,968	45%
Grade 9	3,661	1,723	47%	2,362	65%
Grade 10	3,375	1,383	41%	1,549	46%
Grade 11	3,262	1,087	33%	1,140	35%
Grade 12	3,017	683	23%	917	30%
2020-21	13,222	4,600	35%	6,555	50%
Grade 9	3,425	1,652	48%	2,461	72%
Grade 10	3,424	1,230	36%	1,743	51%
Grade 11	3,275	951	29%	1,309	40%
Grade 12	3,098	767	25%	1,042	34%

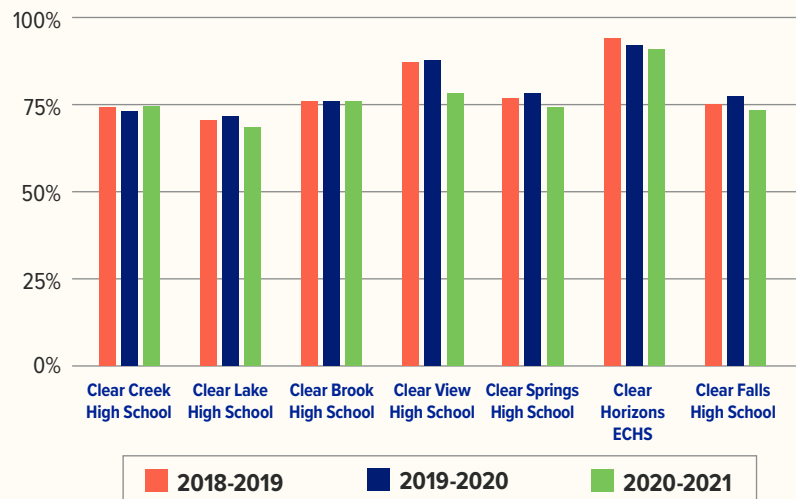
Source: PEIMS Course Completion reports

* Participation includes in-person and virtual participation.

Career & Technical Education

Career & Technical Education (CTE) provides personalized pathways for students to explore various professional pursuits. Not only does CTE expose students to a variety of professional and industrial practices, but it also allows students, who so choose, to earn certain industry-based certifications that qualify students as job-ready immediately upon graduation. The chart to the right shows the percentage of students enrolled in one or more CTE course.

CTE Enrollment by High School Campus 2018-2021



Total unique number of high school students who were enrolled in at least one CTE course during the 2020-2021 school year=9,641.

Career & Technical Education Enrollment			
Course Type	2018-19	2019-20	2020-21*
Career Development - Intermediate School	3743	3790	3351
Career Development - High School	490	482	486
Agricultural, Food & Natural Resources Cluster	1751	1770	1963
Architecture & Construction Cluster	219	232	309
Arts, A/V Technology & Communication Cluster	1240	1292	1062
Business, Management & Administration Cluster	796	995	
Business, Marketing, and Finance Cluster			2338
Education & Training Cluster	425	425	738
Finance Cluster	106	83	
Health Science Cluster	2867	2824	2360
Hospitality & Tourism Cluster	434	499	394
Human Services Cluster	1066	1114	984
Information Technology Cluster	707	762	9
Law, Public Safety, Corrections & Security Cluster	869	923	1870
Manufacturing Cluster	75	67	86
Marketing Cluster	625	740	
Science, Technology, Engineering & Mathematics Cluster	1812	1644	2035
Transportation, Distribution & Logistics Cluster	64	64	67
Total 6-12 CTE Enrollment	17289	17706	18,052*

Notes: This report is a duplicated count; i.e., one student may be reported multiple times. This is based on 9,874 unique students in grades sixth-12 who were enrolled in at least one CTE course; Total unique number of high school students who were enrolled in at least one CTE course=9,641. In 2020-2021, PEIMS no longer collected CTE enrollment for the fall submission and began collecting CTE enrollment only at summer submission.

*In 2020-2021, Business, Marketing, and Finance were reported through PEIMS as combined with previously standalone Finance and Marketing clusters, in addition to the Business, Management, and Admin. The 16 clusters shown above (not including Career Development) represent the career pathways through the National Career Clusters Framework.

Accountability Pillar

Community Engagement and Partnerships

We will broaden and strengthen connections within our communities.

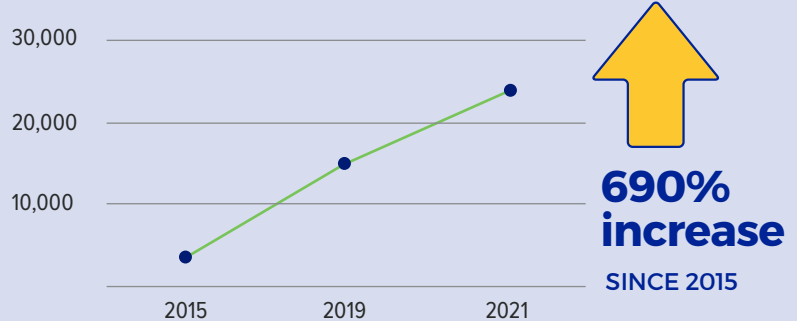


Due to the pandemic, in-person parent engagement offerings were limited and the majority of school-wide events either had capacity limitations or were offered via a livestream. Throughout the 2020-2021 school year, Clear Creek ISD provided parent education and information sessions through social media livestreams or through the District's website. These virtual events had record attendance.

Social Media Engagement

During the 2020-2021 school year, Clear Creek ISD saw a 48% increase in people who follow or engage with the District through social media compared to the previous year. Additionally, the District saw nearly a 700% increase in social media reach since 2015.

24,867 Facebook Followers Gained Since 2015



Community Support

Despite the lack of in-person events, the Clear Creek Education Foundation, in its 29th year of service, raised a record number of donations. The donations below fund the tuition and books for Clear Horizons Early College High School, National Board Teacher Certifications, the new Robotics, Coding, and Computational Thinking program, the Leader in Me program, and teacher and student innovative grants.

CCEF Donations Received		
	2019-2020	2020-2021
Community	\$650,685.50	\$1,009,681.68
CCISD Staff	\$87,472.60	\$100,246.48
Total	\$738,158.10	\$1,109,928.16

Data source: Clear Creek Education Foundation

Each campus is supported by a Parent Teacher Association (PTA). Additionally, high schools and intermediate schools have various parent-led booster clubs. These organizations also raise funds to support school-based activities.

Campus Organization Funds Raised		
Organization	2019-2020	2020-2021
Booster Clubs	\$503,425.86	\$348,535.17
PTAs	\$78,007.41	\$62,260.15
Total	\$581,433.27	\$410,795.32

Data Source: CCISD Office of Communications

Fiscal and Operational Systems

We will ensure mutual understanding and support through effective communication.



Clear Creek ISD has been recognized by state, national and international organizations for its budgeting practices.

- 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)
- Distinguished Budget Presentation Award from the Government Finance Officers Association (GFOA)
- Texas Comptroller Leadership Circle Platinum Member
- AA credit rating by Standard & Poor's and AA+ by Fitch

CCISD Financial Data

The 2020-2021 financial audit reflected accurate expenditures and no errors.
The District's budget is listed below.

2020-21 Operating Expenditures (Budgeted)	General Fund	District %	State %
Instruction	\$232,835,266	64.0%	58.4%
Instructional Resources & Media Services	\$4,482,062	1.2%	1.2%
Curriculum & Staff Development	\$8,888,841	2.4%	1.8%
Instructional Leadership	\$3,327,188	0.9%	1.6%
School Leadership	\$22,846,294	6.3%	6.4%
Guidance Counseling Services	\$14,605,263	4.0%	3.7%
Social Work Services	\$854,638	0.2%	0.3%
Health Services	\$3,744,555	1.0%	1.2%
Transportation	\$13,064,900	3.6%	3.4%
Food Services	\$372,300	0.1%	0.7%
Extracurricular	\$7,696,743	2.1%	2.9%
General Administration	\$7,899,500	2.2%	3.7%
Facilities, Maintenance, & Operations	\$29,687,270	8.2%	11.0%
Security & Monitoring Services	\$5,713,375	1.6%	1.2%
Data Processing Services	\$7,824,700	2.1%	2.2%
Community Services	\$218,528	0.1%	0.3%
Total Operating Expenditures by Function	\$364,061,423	100%	100%

Data Source: PEIMS District Financial Reports

Clear Creek ISD has lowered its property tax rate over the past three years. This is attributed to legislative changes as well as an increase in property values which meant the District could reduce or not increase the Interest and Sinking tax rate (debt). To date, the District has not increased its Interest and Sinking tax rate to fund the 2017 CCISD Bond program.

Actual/Budgeted Financial Data			
	2018-19	2019-20	2020-21
Tax Rate per \$100 Valuation	\$1.40	\$1.31	\$1.2659
Fund Balance (General Fund)	\$74,709,561	\$74,926,226	---
Total Annual Budget	\$340,430,089	\$344,917,839	\$364,139,223
Instructional Budget	\$217,433,858	\$221,330,863	\$232,835,266
Student Enrollment	42,042	42,234	40,526
Average Expenditure per Student	\$8,097	\$8,167	\$8,985

Data Source: PEIMS District Financial Reports

Accountability Pillar

Professional Learning and Quality Staff

We will build capacity for
organizational change.



The Clear Creek Independent School District employs 5,215 staff members with approximately 60% of those employees working directly with students at the school level.



Staff Information

Clear Creek ISD's Department of Human Resources monitors staff retention. Data collected on staff retention indicates campus level teachers, librarians, nurses, and instructional coaches. Reasons for resignations include performance, personal, relocation, certification, retirement, or other.

	District		State	
	Count	Percent	Count	Percent
Total Staff	5,215.3	100.0%	734,726.4	100.0%
Professional Staff	3,462.0	66.4%	468,132.4	63.7%
Teachers	2,516.7	48.3%	363,121.3	49.4%
Professional Support	782.6	15.0%	74,698.8	10.2%
Campus Administration (School Leadership)	119.5	2.3%	21,960.1	3.0%
Central Administration	43.1	0.8%	8,352.3	1.1%
Educational Aides	399.2	7.7%	78,096.8	10.6%
Auxiliary Staff	1,354.1	26.0%	188,497.2	25.7%
Full-time Librarians	35.0	n/a	4,373.0	n/a
Part-time Librarians	8.0	n/a	595.0	n/a
Full-time Counselors	108.0	n/a	12,901.0	n/a
Part-time Counselors	3.0	n/a	1,103.0	n/a
Total Minority Staff	1,625.2	31.2%	375,758.9	51.1%

Teachers by Years of Experience				
	District		State	
	Count	Percent	Count	Percent
Beginning Teachers	120.3	4.8%	26878.7	7.4%
1-5 Years Experience	644.1	25.6%	101305.8	27.9%
6-10 Years Experience	549.5	21.8%	70305.4	19.4%
11-20 Years Experience	777.8	30.9%	106767.7	29.4%
Over 20 Years Experience	425.0	16.9%	57863.9	15.9%

Data Source: TAPR 2019-2020

Teacher Demographics				
	District		State	
	Count	Percent	Count	Percent
African American	118.9	4.7%	39132.5	10.8%
Hispanic	375.3	14.9%	102099.7	28.1%
White	1920.2	76.3%	209453.0	57.7%
American Indian	10.0	0.4%	1239.6	0.3%
Asian	51.7	2.1%	6393.2	1.8%
Pacific Islander	0.0	0.0%	638.2	0.2%
Two or More Races	40.6	1.6%	4165.2	1.1%
Male	519.9	20.7%	86302.4	23.8%
Female	1996.9	79.3%	276818.8	76.2%

Teachers by Highest Degree Held				
	District		State	
	Count	Percent	Count	Percent
No Degree	14.0	0.6%	4859.9	1.3%
Bachelors	1882.9	74.8%	266596.3	73.4%
Masters	603.7	24.0%	89088.4	24.5%
Doctorate	16.2	0.6%	2576.8	0.7%

Number of Students per Teacher			
District		State	
Count	Percent	Count	Percent
16.8	n/a	15.1	n/a

Teacher Retention Rates						
	2018-2019		2019-2020		2020-2021	
Campus Level	Total Resignations	Retention Rate	Total Resignations	Retention Rate	Total Resignations	Retention Rate
Elementary	155	89.3%	139	90.5%	136	90.7%
Intermediate	104	84.5%	79	88.4%	93	86.5%
High School	123	86.3%	112	87.6%	118	87.1%
Total	382	87%	330	89%	347	89%

Source: CCISD Human Resources Department

*In the 2019-2020 Community-Based Accountability Report, the overall retention rate was reported as 91%; however, the correct retention rate for 2019-2020 is 89%, as shown in the table above.

Professional Learning

Clear Creek ISD employees are offered a variety of professional learning opportunities throughout the year. These sessions, primarily, were held virtually due to COVID-19. Clear Creek ISD employs approximately 5,000 employees, many of whom participated in multiple sessions as shown in the enrollment column.

Curriculum-based professional learning included virtual and in-person opportunities. GT Hours, as shown, are available through six different areas that fall under the scope of GT: Assessment, Creativity, Curriculum, Nature and Needs, SEL, and Updates.

2020-2021 Professional Learning				
2020-2021 PL Enrollment	Campus Credit	District Credit Hours	Mandatory CCISD Training Hours	College/ University PL Credit Hours
53,468	106,259	87,389	14,397	58

Campus and District Credit Hours			
HS RW Workshop Hours	Reading Academy Hours	Required 20-21 Hours	SB 11 Trauma Hours
48	156	19,731	172

Gifted and Talented Hours					
Assessment	Creativity	Curriculum	Nature & Needs	SEL	Update
651	452	1,044	535	541	3,374

PL enrollment=total number of active registrations for PL sessions
Total Number of staff member who participated in PL sessions=4,316
Total number of courses offered=2285
Includes duplicate employee PL credit hours
Data Source: Strive Reports-Course and staff Spreadsheet



Analysis and Conclusion

Clear Creek ISD Assessment and Evaluation department compiled and analyzed the data in this report as well as comparable data in the Texas Academic Performance Report.





Strengths

- Clear Creek ISD, unlike many school districts across the U.S., provided in-person instruction and virtual instruction based on family needs through the 2020-2021 school year. Overall, the community was satisfied with the way the District managed its response to the pandemic.
- Attendance rates and graduation rates remained consistent with prior years.
- Clear Creek ISD is focused on personalized learning, meeting students where they are academically, and designing plans to move them forward. This is indicated in the student performance growth on the Benchmark Assessment System, Dreambox math program, and STAAR test results.
- Clear Creek ISD was able to lower property tax rates for homeowners at a time of economic uncertainty.
- Despite the challenges with COVID-19, parent and community support of Clear Creek ISD remained strong and in many instances surpassed previous years.

Areas of Improvement

- Clear Creek ISD, like all school districts who have adopted a community-based accountability system, has limited local, formal assessments of academic achievement. CCISD relies on state assessments and national college board exams to measure outcomes. District assessments help to show trends or patterns in the data over time. Common formative assessments developed at the campus level in Professional Learning Communities give teachers immediate data to drive next instructional steps, both extending learning and intervening when needed. CCISD will continue to explore ways to demonstrate student learning.
- Advanced Placement participation rates at the high school level have improved. However, approximately 35-40% of enrolled students take the college board level course exam. A study should be conducted to determine what is keeping students from taking the AP Exam and actions should be developed to increase the number of students who take the AP exam.
- Climate survey results regarding school safety vary in stakeholder groups. It is recommended that the District host focus groups to gather additional feedback to inform safety initiatives.
- While Clear Creek ISD's staff retention rates among educators is higher than the state average, this is an area to monitor to ensure every effort is taken to retain quality teachers in the classroom.

Appendix

2021 STAAR/EOC ELA/Reading						
	Approaches		Meets		Masters	
	CCISD	State	CCISD	State	CCISD	State
All Tests	79%	68%	57%	45%	26%	18%
Grade 3	78%	67%	50%	39%	27%	19%
Grade 4	73%	63%	46%	36%	24%	17%
Grade 5	82%	73%	59%	46%	41%	30%
Grade 6	78%	62%	45%	32%	22%	15%
Grade 7	79%	69%	55%	45%	33%	25%
Grade 8	82%	73%	59%	46%	30%	21%
English I	79%	67%	64%	50%	19%	12%
English II	82%	71%	70%	57%	18%	11%

2021 STAAR/EOC Social Studies						
	Approaches		Meets		Masters	
	CCISD	State	CCISD	State	CCISD	State
All Tests	83%	73%	62%	49%	40%	29%
Grade 8	74%	68%	47%	43%	23%	24%
U.S. History	94%	88%	82%	69%	59%	43%

Appendix

2021 STAAR/EOC Science						
	Approaches		Meets		Masters	
	CCISD	State	CCISD	State	CCISD	State
All Tests	82%	71%	58%	44%	30%	20%
Grade 5	76%	62%	45%	31%	21%	13%
Grade 8	74%	68%	47%	43%	23%	24%
Biology	91%	82%	76%	55%	41%	22%

2021 STAAR/EOC Math						
	Approaches		Meets		Masters	
	CCISD	State	CCISD	State	CCISD	State
All Tests	76%	66%	48%	37%	24%	18%
Grade 3	71%	62%	37%	31%	19%	14%
Grade 4	70%	59%	46%	36%	28%	21%
Grade 5	81%	70%	58%	44%	36%	25%
Grade 6	79%	68%	48%	36%	21%	15%
Grade 7	70%	55%	42%	27%	22%	12%
Grade 8	70%	62%	40%	36%	8%	11%
Algebra I	84%	73%	51%	41%	29%	23%



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