THE CLEAR CREEK INDEPENDENT SCHOOL DISTRICT

# Community Report 2023-2024

CLEAR CREEK
INDEPENDENT SCHOOL DISTRICT

## 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.

## Our Vision

Empowering every student with a world-class education that ignites passions and fuels endeavors.

## We Believe

There is a collective moral imperative to invest in each person's capacity to thrive.

People thrive when they are physically safe and emotionally resilient.

Determination, perseverance, and resilience lead to growth and excellence.

We are stronger because we develop each person's unique talents and abilities.

Relationships built on trust, compassion, and respect fuel student growth.

A culture of innovation is driven by curiosity and exploration.

Each person is responsible for our collective success.

Our success will be evident in each student's achievements.

# Overview

For the past decade, Clear Creek ISD (CCISD) has been dedicated to showcasing a comprehensive picture of student learning and growth, moving beyond just test scores. Our approach, known as community-based accountability, offers a holistic view of student achievement and district performance, reflecting our strategic plan.

**Our Community-Based Accountability Report draws from multiple key sources:**

- **Baselice and Associates Survey:** Conducted in 2014, 2016, 2018, and 2024, this census-based survey captures community feedback on critical areas such as academic achievement, safety, high-quality instruction, facilities, and extracurricular resources. It provides valuable insights from the community at-large.

- I**nternal Surveys:** To ensure consistency and alignment, we also conduct internal surveys with students, staff, and parents. These surveys help us compare perceptions with those from the Baselice and Associates survey and refine our focus based on community priorities.

- **Student Progress & Performance Data:** Throughout this report, data points and progress measures are reported that reflect information stakeholders would not necessarily find in the State accountability system. This will allow the public to view Clear Creek ISD through a wider lens, especially in the following areas.

**District Priority Areas**
The 2023-24 Community-Based Accountability Report emphasizes five district priority areas:

| Academic Achievement | Physical and Emotional Safety | Financial Stability | Culture & Belonging | Vision 2030 |
|---|---|---|---|---|

# Academic Achievement

**Strategic Plan Strategy:**
We will design and implement learning experiences that inspire student achievement, agency, and growth.

For the 2023-2024 and 2024-2025 school years, Clear Creek ISD aims to achieve an overall state accountability composite score of 85 or higher by 2025. To reach this target, the District is focusing on several key initiatives:

- **Early Literacy:** Ensure that students are reading at or above grade level by the end of 3rd grade, the year they begin taking the State of Texas Assessment of Academic Readiness (STAAR).
- **Individual Student Growth:** Foster demonstrated growth in individual student performance in grades 3-8 across core subjects.
- **Texas Success Initiative:** Increase the percentage of students meeting the Texas Success Initiative (TSI) standards.
- **Attendance:** Improve daily student attendance rates.

These efforts are designed to enhance student achievement and progress toward these areas are demonstrated in this section.

In the 2024 Spring CCISD performance survey and the 2024 Spring Baselice & Associates survey, respondents were asked to score the characteristic, Having High Student Achievement, in CCISD using a grade of A, B, C, D, or F.

### 2024 CCISD Performance Survey

| Having high student achievement | |
|---|---|
| A | 49% |
| B | 41% |
| C | 9% |
| D | 1% |
| F | 1% |

### 2024 Baselice & Associates

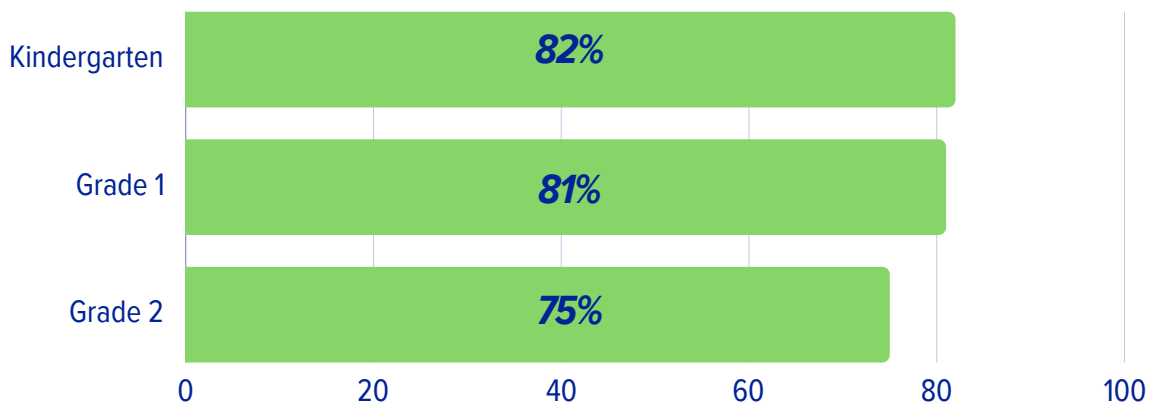| Having high student achievement | |
|---|---|
| A | 37% |
| B | 38% |
| C | 9% |
| D | 2% |
| F | 1% |
| Unsure | 13% |

## Early Literacy

**Amplify** is a digital platform that provides quick, one-minute assessments to evaluate reading skills—phonological awareness, fluency, accuracy, and comprehension—throughout the school year for Kindergarten to Second grade students. Assessed three times annually, Amplify helps teachers track student progress from the start to the end of the year and supports their reading development using this data alongside other classroom tools.

In 2023, CCISD aimed for 80% reading proficiency for first graders (cohort 2035) and 75% for second graders (cohort 2034) by year-end. The district successfully achieved these goals, as shown in the accompanying chart. Amplify's results are featured in the community-based accountability report to highlight CCISD's efforts in advancing early reading skills.

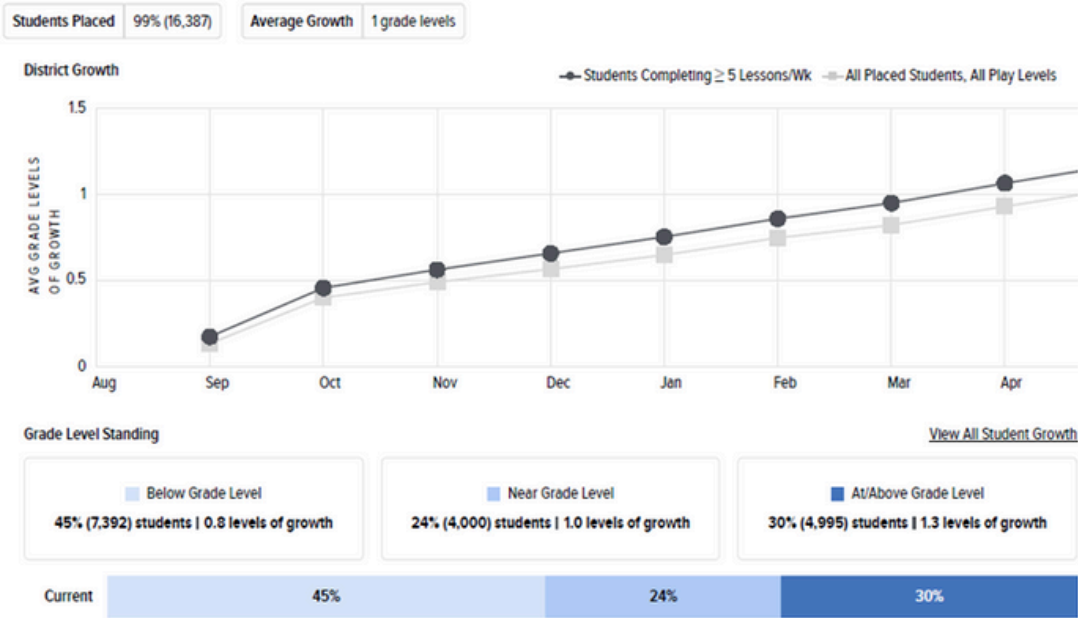### % At or Above Amplify Composite Level for End of Year Assessments

| | |
|---|---|
| Kindergarten | 82% |
| Grade 1 | 81% |
| Grade 2 | 75% |

0    20    40    60    80    100

*Source: Eduphoria Aware (Cohort Data)*

**DreamBox** is a supplemental computer platform designed to support math instruction by helping students set and achieve learning goals. It begins each school year with a pre-assessment to place students at the appropriate level of math comprehension, allowing them to progress at their own pace. DreamBox offers engaging practice across various math strands, enabling personalized learning and mastery. Teachers use the platform to set and review goals, monitor progress, and provide targeted support throughout the year.
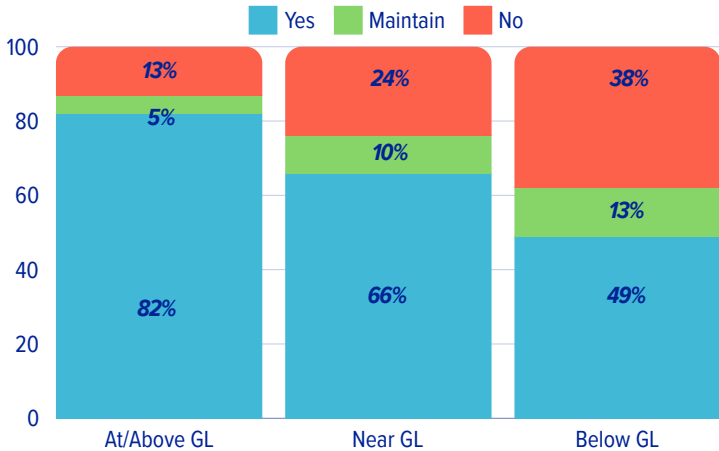
DreamBox is instrumental in ensuring math skill development. Currently, over 54% of Kindergarten through 5th grade students in the district are performing at or above grade level in math concepts, as shown in the chart A.

## A. Grade Level Comparison



| Students Placed | 99% (16,387) | Average Growth | 1 grade levels |

**District Growth**

Students Completing ≥ 5 Lessons/Wk — All Placed Students, All Play Levels

**Grade Level Standing**                                        View All Student Growth

| Below Grade Level | Near Grade Level | At/Above Grade Level |
|---|---|---|
| 45% (7,392) students \| 0.8 levels of growth | 24% (4,000) students \| 1.0 levels of growth | 30% (4,995) students \| 1.3 levels of growth |

| Current | 45% | 24% | 30% |

An analysis was conducted on Dreambox's correlation to STAAR growth measures which showed that 82% of CCISD 3rd through 5th graders who showed growth at or above grade level also showed growth on their STAAR assessment. See chart B. In addition, 66% of students who showed almost a year's worth of growth in Dreambox also showed growth on their STAAR assessment. CCISD has opportunities to utilize Dreambox to support student success on the state assessment.

## B. Effect of Dreambox on STAAR Growth Measures

## Individual Student Growth

**High Priority Learning Standards (HPLS)** Growth Measures were established at the start of the 2023-24 school year to track student growth through common assessments every nine weeks. Curriculum leaders identified key standards to assess and monitor throughout the year. By aligning these measures with student progress, CCISD teachers can effectively triangulate and support the skills needed for student success.

| Grade Level | Subject | Quarter 1 | | Quarter 2 | | | Quarter 3 | | | Quarter 4 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Quarterly Average Maximum Scaled Score | Baseline Average Scaled Score | Quarterly Average Maximum Scaled Score | Average Scaled Score | % of Students Showing Growth | Quarterly Average Maximum Scaled Score | Average Scaled Score | % of Students Showing Growth | Quarterly Average Maximum Scaled Score | Average Scaled Score | % of Students Showing Growth |
| Elementary | RLA | 279 | 145 | 397 | 259 | 73% | 433 | 283 | 68% | N/A | N/A | N/A |
| Elementary | Math | 371 | 221 | 433 | 225 | (61%) | 346 | 213 | 62% | 424 | 228 | 63% |
| Fifth Grade | Science | 217 | 139 | 397 | 275 | 92% | 361 | 268 | 59% | 470 | 321 | 76% |
| Intermediate | RLA | 535 | 376 | 577 | 415 | 75% | N/A | N/A | N/A | 567 | 331 | 56% |
| Intermediate | Math | 458 | 240 | 438 | 266 | 65% | 450 | 257 | 61% | 530 | 364 | 83% |
| Eighth Grade | Science | 283 | 222 | 409 | 264 | 80% | 472 | 322 | 74% | 567 | 433 | 87% |
| High School | English 1 and 2 | 700 | 512 | 739 | 534 | 74% | N/A | N/A | N/A | 700 | 455 | 59% |
| High School | Algebra 1 | 525 | 424 | 622 | 370 | 54% | 700 | 391 | 62% | 700 | 430 | 73% |

Points to consider:
- Each HPLS/TEKS is measured and scaled independently.
- Growth is measured by standard/TEKS
- Growth can be above 50% even if the average scaled score decreases, if the decrease is concentrated in one standard but not the others.

## Texas Success Initiative

To ensure students meet the Texas Success Initiative Assessment (TSIA) benchmarks in English Language Arts and Math, CCISD set a bold goal to significantly increase the percentage of graduating seniors who achieve these standards. In 2023, 44% of CCISD high school students met both TSIA benchmarks. **By 2024, CCISD achieved a remarkable increase, with 75% of graduating seniors meeting the TSIA benchmarks in both ELA and Math.** This substantial growth underscores the District's commitment to student success and academic excellence.

## Attendance

During the 2023-24 school year, attendance rates for each reporting period surpassed those of the previous two years, as shown in the table.

Attendance improved notably in the 2023-24 school year due to focused efforts on highlighting its importance. To sustain this progress, it is recommended CCISD continues this initiative to maintain an average daily attendance rate of 95% or higher for both students and staff. Various incentive methods were employed to encourage daily school attendance, and maintaining these strategies will be crucial for ongoing success.

| Attendance Trends | | | | | | | |
|---|---|---|---|---|---|---|---|
| **School Year** | **1st 6 weeks** | **2nd 6 weeks** | **3rd 6 weeks** | **4th 9 weeks** | **5th 6 weeks** | **6th 9 weeks** | **Overall** |
| **2023-2024** | 96.1% | 94.7% | 94.0% | 94.4% | 94.9% | 93.8% | 94.6% |
| **2022-2023** | 95.2% | 92.9% | 92.6% | 94.3% | 94.4% | 93.7% | 93.9% |
| **2021-2022** | 91.9% | 93.8% | 93.8% | 91.3% | 93.4% | 93.2% | 92.9% |

*Source: OnPointe Data Suite Six Weeks Attendance Report*

# Physical and Emotional Safety

**Strategic Plan Strategy:**
We will foster a safe and nurturing environment



CCISD has long prioritized school safety as it is foundational to creating an environment where students can learn, grow and succeed.

## Physical Safety

For the 2023-24 school year, the district enhanced both the physical and emotional safety of students. This commitment was measured through several key indicators, including increased counselor visits, successful campus safety audits, and improved stakeholder survey results.

Following the school shooting in Uvalde, Texas public schools were subject to random safety inspections by the State. According to an audit by the Texas Education Agency representatives, by Spring 2024, 84.6% of CCISD schools had been audited for intruder access, exterior door security, and weekly sweep door logs. **Notably, 100% of front doors were found to be secure.**

School safety was one of the top two areas of importance for our parent and community. You can see from the table below, CCISD was given an A in school safety. Despite this strong rating, CCISD remains committed to ongoing monitoring and continuous improvement to ensure the highest standards of safety.

### 2024 CCISD Performance Survey

| School Safety | |
|---|---|
| A | 58% |
| B | 32% |
| C | 7% |
| D | 2% |
| F | 1% |

### 2024 Baselice & Associates

| School Safety | |
|---|---|
| A | 44% |
| B | 34% |
| C | 11% |
| D | 2% |
| F | 1% |
| Unsure | 8% |

CCISD's Safe and Secure Schools Department collaborates with the Galveston County Sheriff's Office and local law enforcement to conduct safety trainings, including active shooter drills.

Additionally, CCISD offers an anonymous encrypted tip line and system, allowing students and staff to report safety concerns such as bullying or threats. All District employees complete annual safety training, including the Standard Response Protocol.

To further strengthen school safety, CCISD has introduced programs like Watch D.O.G.S. Volunteer Safety Program and the CCISD Alerts Emergency mobile app for emergency notifications.





## Public Perception Analysis:

In response to the statement, "Most of the time, I enjoy coming to school/work," an opportunity exists to increase these response rates for both elementary and secondary students. 68% of elementary students agreed (- 5% from Spring 2023) and 46% of secondary students agreed (-15% from Spring 2023). 88% of parents (+2 % from Spring 2023) and 90% of staff agreed (no change from Spring 2023).

Stakeholder groups largely agreed (in excess of 78%) with the statement that CCISD schools are a safe place to learn. 89% of elementary students agreed (- 5% from Spring 2023) with this statement, while 78% of secondary students agreed (- 2% from Spring 2023); 93% of parents agreed (+3 % from Spring 2023), and 93% of staff agreed (no change from Spring 2023).

Overall, 84% of respondents in 2023-24 agreed that the district is a safe place to learn, which is a decrease of 3% from the previous overall agree rate of 87% in 2022-23.

## Emotional Safety

CCISD is committed to ensuring that all students have access to regular counseling sessions throughout the school year. The district aims for each student to have an average of three visits with their school counselor, with each visit including a mental health check-in.

**Counselor Visit Data (August 21, 2023 - November 9, 2023):**

### Secondary Students
- Percentage with Office Visits: 61.80%
- Average Number of Visits per Student: 1.6
- Mental Health Check-ins: Each visit includes a mental health assessment.

### Elementary Students
- Percentage with Office Visits: 83%
- Average Number of Visits per Student: 2.16
- Mental Health Check-ins: Each visit includes a mental health assessment.

During the period from August 21, 2023, to November 9, 2023, a significant proportion of elementary students (83%) have had multiple interactions with their counselors, averaging 2.16 visits per student. Meantime, 61.80% of secondary students have had an average of 1.6 visits each. These sessions include critical mental health check-ins designed to support student well-being.

This data underscores CCISD's dedication to fostering a supportive counseling environment, though it also highlights areas for potential improvement, particularly in increasing the frequency of counselor visits for secondary students.

In addition to increasing counselor visits, CCISD has implemented several key initiatives to enhance school safety and support effective behavior management training for staff:

### Professional Learning (PL) Sessions
- **Attendance:** 4,337 participants
- **Sessions Held:** 63 district-wide and 64 unique campus-specific sessions

### Online Resources for Teachers
- **Grab-and-Go Videos:** 6,871 teachers have accessed online videos offering guidance on various behavior strategies and topics.
- **Behavior Strategies Hub:** 1,862 CCISD staff members have utilized the online Canvas Course and associated resources.

### Behavior Newsletters
- **Total Views:** 1,202 views for three newsletters (two in the fall and one in the spring).

### Curriculum Integration
- Collaborated with Elementary Curriculum Coordinators to incorporate behavior routines, procedures, and structures into curriculum guides.

### Tier 1 Classroom Structures
- Developed and implemented the CCISD Tier 1 Essential Classroom Structures to standardize effective classroom management practices across all classrooms.

### Transportation Support
- Partnered with the transportation department to design a comprehensive plan for managing behavior on school buses, set to be implemented in August 2024.

### Instructional Coaching
- Trained Instructional Coaches on the Coaching Classroom Structures Cycles to equip them with the skills needed to support first-year teachers starting in August 2024.

# Culture and Belonging

## Strategic Plan Strategy:
We will cultivate social and emotional capacity and a commitment to service before self

Through intentional efforts, comprehensive professional learning, and collaborative efforts, CCISD creates an environment where a community can thrive.

During the 2023-24 school year, CCISD focused on enhancing a culture of belonging. Initiatives included staff training on Steven Covey's The 7 Habits of Highly Effective People and celebrating students and staff through intentional engagement and support.

1. **Skills Development for Building Relationships:** Stakeholder groups generally agreed (over 78% except for secondary students) that the district effectively develops skills for building relationships.
   - 80% of elementary students agreed (consistent with Spring 2023).
   - 53% of secondary students agreed (-10% from Spring 2023).
   - 78% of parents agreed (-3% from Spring 2023).
   - 84% of staff agreed (no comparison data from Spring 2023).
2. **Development of Core Values:** A majority of stakeholder groups (over 76% except for secondary students) felt the district supports core values.
   - 84% of elementary students agreed (-5% from Spring 2023).
   - 57% of secondary students agreed (-15% from Spring 2023).
   - 84% of parents agreed (-1% from Spring 2023).
   - 76% of staff agreed (-11% from Spring 2023).
3. **Access to Resources for Emotional Support:** There is an opportunity to improve perceptions among secondary students and staff regarding access to resources for emotional support:
   - 69% of elementary students agreed (-2% from Spring 2023).
   - 48% of secondary students agreed (-17% from Spring 2023).
   - 79% of parents agreed (-7% from Spring 2023).
   - 86% of staff agreed with the student perspective (-1% from Spring 2023), but only 70% of staff agreed with the staff perspective (-5% from Spring 2023).

# Vision ×2030

## Strategic Plan Strategy:
We will design and implement learning experiences that inspire student achievement, agency and growth.

The District's Vision 2030 plan, a collaborative effort by the board of trustees, staff, students, business leaders, and parents, sets a bold course for the future of CCISD. This plan includes becoming a Leader in Me District, which adapts Stephen Covey's 7 Habits of Highly Effective People for youth, redesigning the intermediate school experience to better meet student needs, and increasing enrollment through a tuition-based pre-kindergarten program.

In its first year of implementation (2023-2024), the Vision 2030 plan focused on developing a 6th grade Habits Course for the following year, creating Science, Technology, Robotics, Engineering, Arts, and Math (STREAM) opportunities for grades 6-8 with a implementation timeline, and scaling the 7 Habits/Leader in Me program to all elementary schools for the 2024-2025 school year.

### Leader in Me

Leader in Me is an evidence-based program, developed in collaboration with educators, that equips students with the essential leadership and life skills needed to excel in the 21st century. Leader in Me stands out by embracing a powerful premise: every child possesses unique strengths and the potential to be a leader. This perspective transforms how staff view and nurture each student, fostering the development of the whole child.

The Leader in Me program is currently in the following schools with plans for future campuses.
Armand Bayou Elementary, Bay Elementary, Brookwood Elementary, Campbell Elementary, Falcon Pass Elementary, Landolt Elementary, McWhirter Elementary, Stewart Elementary, Whitcomb Elementary, Clear Lake Intermediate, Space Center Intermediate, and Clear View High School.

## Success Metrics

Applying for the Lighthouse certification typically occurs four to five years after starting the Leader in Me process. Leader in Me provides a Measurable Results Assessment (MRA) survey tool for staff, students, and families at each of the twelve campuses. In spring 2024, 4,194 surveys were submitted.

Leader in Me schools aim to improve leadership, culture, and academics, using the MRA to measure performance in these areas. The MRA collects, analyzes, and reports outcomes annually, helping schools identify strengths, develop improvement plans, and monitor progress. Aligned with the Leader in Me Framework, the MRA enables schools to turn data insights into actionable plans, optimizing their resources to achieve their goals.

**Based on the MRA, the District is at:**
- Leadership: 76.92
- Culture: 78.58
- Academics: 76.83

In the 2024-2025 school year, the 7 Habits will be rolled out to all elementary campuses, incorporating Franklin Covey's principles to foster personal and interpersonal growth among students.

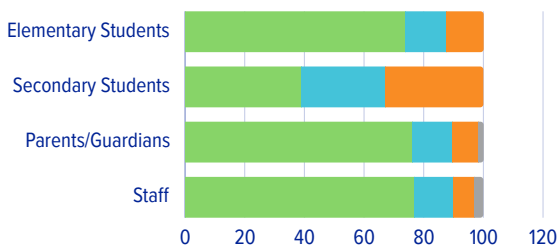| Measure | District |
|---|---|
| Leadership | 76.92 |
| Staff Leadership | 78.75 |
| Personal Effectiveness | 79.25 |
| Interpersonal Effectiveness | 78.25 |
| Student Leadership | 77.92 |
| Personal Development | 77.42 |
| Positive Wellbeing | 77.92 |
| Self-Advocacy | 77.92 |
| Interpersonal Development| | 78 |
| Prosocial Behaviors | 77.58 |
| Family & Community Engagement | 75.17 |
| School & Family Partnership | 74.58 |
| Family Engagement | 78.33 |
| Community Engagement | 72.75 |
| Culture | 78.58 |
| Supportive Environment For Staff | 80.83 |
| Staff Voice | 82.5 |
| Collective Efficacy | 79.08 |
| Supportive Environment For Students | 76.92 |
| Student Empowerment | 76.75 |
| School Belonging | 76.08 |
| School Climate | 82 |
| Trusted Relationships | 75.58 |
| Academics | 76.83 |
| Empowering Teachers | 77.17 |
| Instructional Efficacy | 75.83 |
| Student-led Practices | 78.58 |
| Empowered Learners | 77.33 |
| Social Supports | 76.33 |
| Academic Self-Efficacy | 78.17 |
| Goal Achievement | 77.08 |
| Student Goals Support | 76 |
| Student Goals | 75.75 |
| School Goals | 82.67 |
| Life-Readiness | 74.67 |
| Group Collaboration | 73.33 |
| Future-Focus | 75.67 |

## Profile of a Learner

As part of the Vision 2030 plan, the District developed a comprehensive profile of a CCISD learner, highlighting attributes such as creators and critical thinkers, communicators, connectors, and other essential qualities.
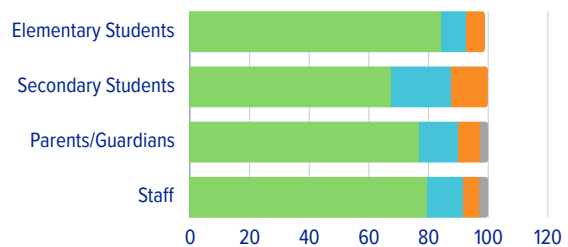
Analysis: Based on the Spring 2024 CCISD Performance survey results seen below, the greatest opportunity for students lies in the area of Creators and Critical Thinkers.

Walkthrough data will be collected in this focus area throughout the 2024-25 school year to measure levels of high-level thinking skills using depth and complexity in the instructional settings.
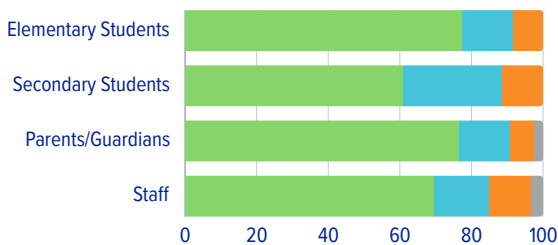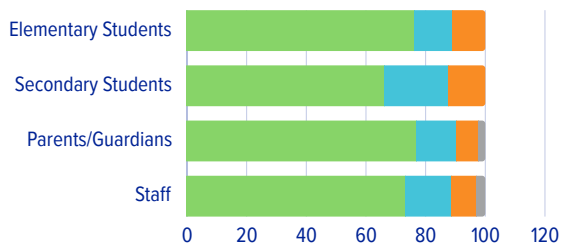
### Creators & Critical Thinkers



### Collaborators & Contributors



### Communicators & Connectors



### Compassionate & Confident



Legend: Agree | Neither Agree nor Disagree | Disagree | Unsure

# Financial Stability

**Strategic Plan Strategy:**
We will expand the organization's capacity to accomplish
our strategic intent.

School districts across Texas are grappling with severe financial hardships due to stagnant school funding since 2019, while the costs of education and inflation have soared exponentially. Despite these challenges, the Clear Creek Independent School District remains committed to balancing its budget without compromising student services. To achieve this, it sought the community's approval to increase the tax rate during a November 2023 Election, ensuring continued support for essential educational programs and services.

CCISD garnered overwhelming community support for three crucial propositions in the November 7 election. Propositions A, B, and C each passed by a plurality vote. Proposition A secured 59.25% approval, Proposition B received 55.49% support, and Proposition C was backed by 54.06% of voters.

These propositions ensure the District remains a safe place to learn and work, provide students with access to programs and technology that allow them to explore their interests, and enable Clear Creek ISD to recruit and retain quality teachers and staff.

| PROPOSITION A | | | | | | | |
|---|---|---|---|---|---|---|---|
| CHOICE | ABSENTEE VOTING | | EARLY VOTING | | ELECTION DAY VOTING | | TOTAL | |
| FOR | 559 | 65.30% | 9,279 | 58.70% | 9,317 | 59.48% | 19,155 | 59.25% |
| AGAINST | 297 | 34.70% | 6,529 | 41.30% | 6,347 | 40.52% | 13,173 | 40.75% |
| CAST VOTES: | 856 | 100.00% | 15,808 | 100.00% | 15,664 | 100.00% | 32,328 | 100.00% |
| PROPOSITION B | | | | | | | |
| CHOICE | ABSENTEE VOTING | | EARLY VOTING | | ELECTION DAY VOTING | | TOTAL | |
| FOR | 543 | 63.14% | 8,715 | 54.89% | 8,789 | 55.68% | 18,047 | 55.49% |
| AGAINST | 317 | 36.86% | 7,163 | 45.11% | 6,995 | 44.32% | 14,475 | 44.51% |
| CAST VOTES: | 860 | 100.00% | 15,878 | 100.00% | 15,784 | 100.00% | 32,522 | 100.00% |
| PROPOSITION C | | | | | | | |
| CHOICE | ABSENTEE VOTING | | EARLY VOTING | | ELECTION DAY VOTING | | TOTAL | |
| FOR | 531 | 61.82% | 8,506 | 53.61% | 8,540 | 54.08% | 17,577 | 54.06% |
| AGAINST | 328 | 38.18% | 7,360 | 46.39% | 7,251 | 45.92% | 14,939 | 45.94% |
| CAST VOTES: | 859 | 100.00% | 15,866 | 100.00% | 15,791 | 100.00% | 32,516 | 100.00% |

# Enrollment Trends Analysis

Over the past three years, the Clear Creek Independent School District has experienced a decline in student enrollment. This trend is particularly evident when examining the enrollment figures from the 2022-23 to the 2023-24 school year.

**Grade-Specific Enrollment Changes**
- High School Grades: The significant drop in enrollment occurred in Grades 10, 11, and 12. Specifically, Grade 10 saw a reduction of 245 students, Grade 11 decreased by 118 students, and Grade 12 experienced a decline of 191 students. These decreases reflect a reduction in the upper-grade levels of the district's high school population.
- Grade 9: Grade 9 had a notable increase, with enrollment rising by 361 students. This uptick represents nearly 1% of the total enrollment for the 2023-24 school year.

**Cohort Analysis**

To illustrate the enrollment shifts more clearly, consider the cohort progression from the previous year. For example, the Grade 1 cohort in the 2023-24 school year, which transitioned from Kindergarten in 2022-23, shows a net increase of 74 students (2,596 in Grade 1 compared to 2,522 in Kindergarten, reflecting a positive change of 74 students).
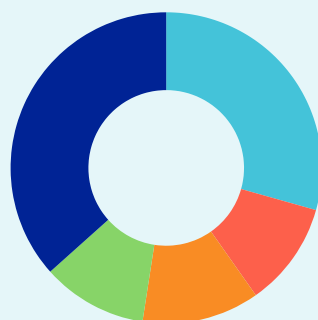
**Overall Enrollment Trends**

The cumulative effect of these grade-specific changes results in an overall decline of 561 students between the 2022-23 and 2023-24 school years. This decrease represents a reduction of approximately 1.4% in the district's total student population.

| Student Enrollment | | | |
|---|---|---|---|
| Grade Level | 2023-2024 | 2022-2023 | 2021-2022 |
| Early Education | 288 | 316 | 235 |
| Pre-Kindergarten | 889 | 906 | 890 |
| Kindergarten | 2,478 | 2,522 | 2,671 |
| 1 | 2,596 | 2,836 | 2,813 |
| 2 | 2,826 | 2,838 | 2,809 |
| 3 | 2,856 | 2,857 | 2,855 |
| 4 | 2,887 | 2,920 | 2,846 |
| 5 | 2,970 | 2,935 | 3,002 |
| 6 | 2,960 | 3,064 | 3,080 |
| 7 | 3,039 | 3,091 | 3,134 |
| 8 | 3,119 | 3,228 | 3,292 |
| 9 | 3,589 | 3,740 | 3,644 |
| 10 | 3,495 | 3,298 | 3,237 |
| 11 | 3,180 | 3,151 | 3,241 |
| 12 | 2,960 | 2,991 | 3,083 |
| Total | 40,132 | 40,693 | 40,832 |

| Enrollment Difference Between 2023-24 and 2022-23 | | |
|---|---|---|
| Grade Level | | |
| 1 | 74 | 0.18% |
| 2 | -10 | -0.02% |
| 3 | 18 | 0.04% |
| 4 | 30 | 0.07% |
| 5 | 50 | 0.12% |
| 6 | 25 | 0.06% |
| 7 | -25 | -0.06% |
| 8 | 28 | 0.07% |
| 9 | 361 | 0.90% |
| 10 | -245 | -0.61% |
| 11 | -118 | -0.29% |
| 12 | -191 | -0.48% |

*Source: On Pointe*

## District Demographics



- At Risk: 46.5%
- Economically Disadvantaged: 37.3%
- Gifted and Talented: **13.8%**
- Special Education: **15.5%**
- Emergent Bilingual: **13.9%**

# Recommendations

**1.** Focus on improving the community perception of CCISD by utilizing our students, parents, and staff as ambassadors.

**2.** Increase the public perception of CCISD high quality education by highlighting and communicating the vast array of educational activities, programs, and extracurricular activities students are able to receive in CCISD.

**3.** Continue to promote school safety.

**4.** Elevate the importance of developing resilient leaders within our students by encouraging partnerships with the community and encouraging creators and critical thinkers.