Accountability Framework Background

2018 - A-F Accountability Framework (5-Year)
- 5 year Framework to provide a consistent measure
- 3 Domains

2019 - 2nd year of the 3 Domain Framework

2020 - No Accountability due to COVID

2021 - A-F Accountability (quasi)
- Campuses that earned a D or F were not given a rating
- Remote learners had the option to take STAAR tests

2022 - A-F Accountability Framework

2023 - Accountability Framework Refresh Implementation
- 2023 ratings release on 4/24/2025 after restraining order was lifted
- This framework will remain in place through 2027 Accountability

2024 - A-F Accountability lawsuit
- 2024 ratings release on 8/15/2025 with the 2025 ratings

2025 - A-F Accountability Ratings Release to public on 8/15/2025

A-F Framework Overview

Domain I: Student Achievement
- Evaluates performance across all subjects on general and alternative assessments
- High Schools include CCMR indicators and Graduation Rates

Domain 2: School Progress
- Part A: Academic Growth
  - Accelerated Learning Credit
- Part B: Relative Performance
  - Achievement of students relative to campuses with similar economically disadvantaged percentages

Domain 3: Closing the Gaps
- Uses disaggregated data to demonstrate differentials in progress to interim and long-term goals among racial/ethnic groups, socioeconomic backgrounds, and other factors

of students who contribute to accountability scores

Elementary
Ranges from
174 - 388

Middle
Ranges from
798 - 1,208

High
Ranges from
2,343 - 2,664

Domain 1

Elementary/Middle Schools	Weight
➔STAAR	100%
High Schools	
➔STAAR	40%
➔CCMR (2024 Graduates)	40%
➔Graduation Rate	20%

Domain 1: Student Achievement

STAAR component:

Average of all tests scoring at Approaches and Above,

Meets and Above, and

Masters = *Raw Score*

Raw Score then converted to a Scaled Score

*Includes EB in 2nd year in US schools

*Includes STAAR Alt 2

CCMR:

- % of *graduates* earning CCMR credit
- Lags 1 year (2025 Accountability uses 2024 graduates)

Graduation:

- Best of the 4-year, 5-year, and 6-year graduation rate

Domain 1: Student Achievement Scaled Score
2018-2022 vs 2023-2027

2018 - 2022 Accountability

Campus Student Achievement Domain: STAAR and CCMR Component Score Cut Points						
	STAAR				CCMR	
Scaled Score	Elementary	Middle	HS/K–12	AEA	Non-AEA	AEA
90–100	60	60	60	40	60	24
80–89	53	49	53	30	48	15
70–79	41	38	41	20	39	7
60–69	35	32	35	15	26	3

2023 - 2027 Accountability

Campus Student Achievement Domain: STAAR and CCMR Component Score Cut Points						
	STAAR				CCMR	
Rating	Elementary	Middle	HS–K–12	AEA	Non-AEA	AEA
A	60	60	60	40	88	60
B	53	49	53	30	78	30
C	41	38	41	20	64	18
D	35	32	35	15	51	12

Domain 1 Historical View

	Elementary				Middle				High School			
	2022	2023	2024	2025	2022	2023	2024	2025	2022	2023	2024	2025
A	7	7	5	8	3	3	4	3	3	0	0	3
B	5	6	5	2	2	2	1	2	0	2	2	0
C	5	4	6	6	0	0	0	0	0	1	1	0
D	3	2	5	5	0	0	0	0	0	0	0	0
F	0	1	0	0	0	0	0	0	0	0	0	0

2022 Accountability Framework was based on the previous version of STAAR (no new item types, no Extended Constructed Response in all grade levels). It also had the same cut scores or lower than the 2023-2027 framework cut scores.

Domain 2: School Progress

Part A: Student Growth

Math and RLA:

grades 4 through 8, Algebra 1, *English 1*, English 2

Spanish to English

Part B: Relative Performance

Domain 1 Component Score compared with the campus Economically Disadvantaged percentage (PEIMS October Snapshot date)

Domain 2A Historical View

	Elementary				Middle				High School			
	2022	2023	2024	2025	2022	2023	2024	2025	2022	2023	2024	2025
A	5	2	6	6	0	0	0	0	0	0	0	0
B	11	8	5	6	4	5	5	5	0	2	1	0
C	3	7	4	8	1	0	0	0	2	1	2	3
D	1	2	5	1	0	0	0	0	1	0	0	0
F	0	1	1	0	0	0	0	0	0	0	0	0

Domain 2B Historical View

	Elementary				Middle				High School			
	2022	2023	2024	2025	2022	2023	2024	2025	2022	2023	2024	2025
A	0	0	0	0	0	0	1	0	0	0	0	1
B	5	4	3	2	5	5	4	4	2	0	0	2
C	9	12	5	7	0	0	0	1	1	3	3	0
D	4	3	8	7	0	0	0	0	0	0	0	0
F	2	1	5	5	0	0	0	0	0	0	0	0

Domain 3: Closing the Gaps

Federal Requirement

Minimum Size: 10 tests

- ❖ All Students
- ❖ African American
- ❖ American Indian
- ❖ Asian
- ❖ Hispanic
- ❖ Pacific Islander
- ❖ White
- ❖ Two or More Races
- ❖ Economically Disadvantaged

- ❖ Emergent Bilingual (current and monitored)
- ❖ Current Special Education
- ❖ Former Special Education
- ❖ Foster
- ❖ Homeless
- ❖ Migrant
- ❖ Continuously Enrolled

Domain 3: Closing the Gaps

State Accountability

Minimum Size: 10 tests

❖ All Student Group

❖ Lowest Performing Racial/Ethnic group from prior year (based on Reading and Math Academic Achievement Indicator)

❖ 2nd Lowest Performing Racial/Ethnic group from prior year (based on Reading and Math Academic Achievement Indicator)

❖ High Focus Student Group
  ➢ Students are included in High Focus if they are identified as any of the following:
  ➢ - Economically Disadvantaged
  ➢ - EB student (current and monitored)
  ➢ - Current Special Education
  ➢ - Highly Mobile (foster, homeless, migrant)

District Domain 3

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
Academic Achievement Status									
Reading/Language Arts (RLA)									
2025 % at Meets GL Standard or Above	67%	51%	51%	80%	72%	82%	57%	74%	45%
Mathematics									
2025 % at Meets GL Standard or Above	58%	39%	43%	70%	53%	80%	46%	62%	38%
Academic Growth Status									
RLA									
2025 Academic Growth Score	73%	66%	68%	78%	75%	80%	38%	77%	65%
Mathematics									
2025 Academic Growth Score	75%	69%	68%	79%	72%	84%	68%	78%	67%
Federal Graduation Rate Status									
2024 % Graduated	97.00%	94.80%	97.10%	97.50%	100.00%	98.20%	66.70%	98.20%	93.20%
Progress in Achieving English Language Proficiency (EB/EL Current)									
2025 TELPAS Progress Rate									56%
Student Success (Student Achievement Domain Score (STAAR Component Only))									
2025 STAAR Component Score	58	44	47	69	54	74	53	63	42
2025 % at Approaches GL Standard or Above	83%	71%	74%	91%	76%	92%	86%	87%	69%
2025 % at Meets GL Standard or Above	62%	45%	47%	75%	60%	79%	55%	67%	41%
2025 % at Masters GL Standard	30%	16%	19%	40%	27%	50%	19%	34%	15%
2025 Total Tests	34,946	5,527	10,237	14,310	123	2,730	42	1,977	16,968
School Quality (College, Career, and Military Readiness Performance)									
2024 % Students Meeting CCMR	95%	91%	93%	97%	100%	98%	67%	97%	90%

Domain 3 Historical View (4 Supergroups)

	Elementary				Middle				High School			
	2022	2023	2024	2025	2022	2023	2024	2025	2022	2023	2024	2025
A	6	6	5	6	1	4	3	4	0	0	0	3
B	5	6	5	6	4	1	1	0	3	2	2	0
C	8	5	8	8	0	0	1	1	0	1	1	0
D	1	3	3	1	0	0	0	0	0	0	0	0
F	0	0	0	0	0	0	0	0	0	0	0	0

Overall Historical View

	Elementary				Middle				High School			
	2022	2023	2024	2025	2022	2023	2024	2025	2022	2023	2024	2025
A	7	5	4	6	2	4	3	3	3	0	0	3
B	9	9	8	6	3	1	2	1	0	2	2	0
C	4	5	5	7	0	0	0	1	0	1	1	0
D	0	0	4	2	0	0	0	0	0	0	0	0
F	0	1	0	0	0	0	0	0	0	0	0	0

District Proportional Domain Methodology

Step 1: Determine the number of students enrolled in grades 3-12 for each campus

Step 2: Sum the number of students enrolled in grades 3-12 at the district

Step 3: Divide the number of grades 3-12 students at the campus by the district total (this is the weight that each campus contributes to the district domain score)

Step 4: Multiply the campus domain scaled score by its weight to determine points

Step 5: Sum the points for all campuses to determine the district's domain score

Districts are rated using proportionally weighted domain scores of each campus based on the number of students enrolled in grades 3-12 at each campus by the PEIMS October snapshot.

District Proportional Domain Methodology

Districts are rated using proportionally weighted domain scores of each campus based on the number of students enrolled in grades 3-12 at each campus by the PEIMS October snapshot.

Example: Calculating Campus Points to Determine District Domain Score

Campus	Student Achievement Domain Scaled Score	Weight	Points
Campus 1	85	13.8%	11.7
Campus 2	85	41.0%	34.9
Campus 3	77	2.6%	2.0
Campus 4	72	31.5%	22.7
Campus 5	67	11.2%	7.5
District Student Achievement Domain Scaled Score			**79**

District Proportional Domain Methodology

Although the calculation is by campus, these are MISD's campus type weights.

Campus Type	District Weight by Campus Type
3 High Schools	33% (vary from 10% to 12%)
5 Middle Schools	23% (vary from 3% to 5%)
21 Elementary Schools	44% (vary from 1% to 3%)

MISD Accountability

	2023	2024	2025
Domain 1	85	84	88 (70%)
Domain 2A	82	81	80
Domain 2B	78	76	81
Domain 3	85	83	89 (30%)
Overall	85	84	88

School Improvement Identification

4 campuses have been identified for varying levels of improvement based on performance in Domain 3.

Next Steps:

- Reviewing all information received
- Root Cause Analysis
- Present details at the October board meeting in combination with Campus Improvement Plan presentation

Thank You

Questions?

DEVELOPMENT OF MCKINNEY ACCOUNTABILITY SYSTEM

- Strategic Plan

- School Board/Staff Buy-in

- Committee Formation

- Begin with the Benefits

- 6 Pillars

- System Responses

- Evidence (KPIs)

- Signaling (Internal and External)

- Reporting

OUR SIX PILLARS

Safety & Well-Being

Teaching & Learning

High Quality Staff

MISD Family & Culture

Communications

Finance & Facilities

KEY PERFORMANCE INDICATORS

Each pillar has specific key performance indicators (KPIs) that we measure to ensure our success as a district. Examples include:

- Academic performance on MAP, SAT, STAAR, and more
- Attendance data
- Discipline data
- Student program involvement
- Stakeholder survey data

25-25 Student, Parent, and Staff Perception Data

Perception Data for Safety & Well-Being

"**91.1%** percent of surveyed students agree that they have a teacher or other adult from school they can count on to help them"

"**96.1%** percent of surveyed parents agree that teachers, staff, and my child know the emergency management procedures for the school."

"**86.5%** percent of surveyed parents agree that our school is helping to meet my child's social, behavioral and emotional needs."

"**94.5%** percent of surveyed staff agree that teachers, staff, and students know the emergency management procedures for the school."

"**86%** percent of surveyed staff agree that our school is helping to meet student social, behavioral and emotional needs."

ACTION PLAN 1.1 PROGRESS

DEVELOP AND IMPLEMENT A COMPREHENSIVE PLAN TO MEET THE SOCIAL-EMOTIONAL AND MENTAL HEALTH NEEDS OF STUDENTS AND STAFF

MISD Lives Kind

Restorative Coaches

Coordinated Health & Curriculum

Parent Education

Community Partnerships

Counseling Services

- In 2025, we earned **25 CREST Awards**—one more than in 2024. That's a remarkable increase from just one award (our very first) back in 2017.
- **111 students** were admitted to and received care from mental health treatment centers.
- **629** students were identified as homeless during the 2024-2025 school year.
  - 76 of these students were unsheltered, an increase from 53 the previous year.
  - 46 were early childhood students
- The *Bedrooms, Backpacks, and Beyond* program resumed in October. Hosted **2 Parent Café** events in collaboration with United Way
- Opened the Student Family Wellness Center in May (Texas Health Resource Community Impact grant)

Health Services

Did you know that our nurses dispensed over 46,000 doses of medication last year? That's an 11% increase from 23-24!

Chemical assessments decreased by 14.45%

Epi-pen administration decreased by 77%
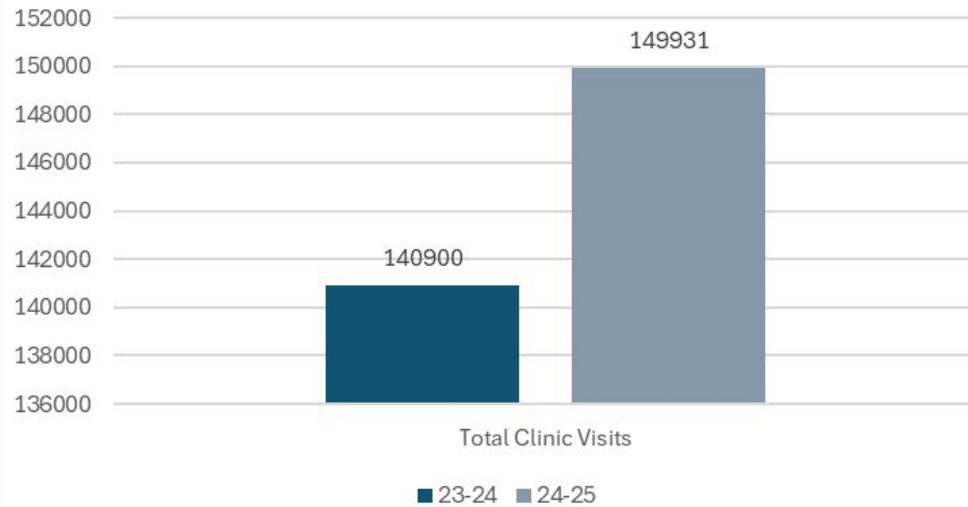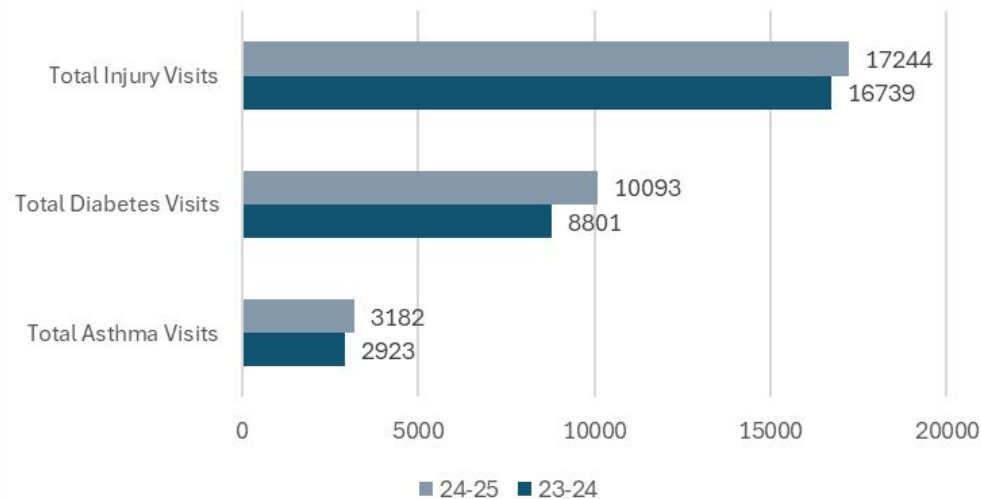
Fall Community Resource Night

This event served nearly 1,000 families and featured more than 60 vendors!

The purpose of this event is to connect community resources with families in need in order to help improve and sustain the quality of life for the students and families of McKinney ISD.

ACTION PLAN 1.2 PROGRESS

REFINE SAFETY AND SECURITY SYSTEMS WHILE ENSURING ALL STAKEHOLDERS ARE INFORMED.

Emergency Operation Planning

Safety Responsibilities & Key Personnel

Comprehensive Communication Plan

Technology Updates to Enhance Safety

Training Plans

District Attendance Data

Attendance improved by .4%

McKinney ISD Percent in Attendance

% in Attendance

- 94.5 (24-25)
- 94.1 (23-24)

School Year
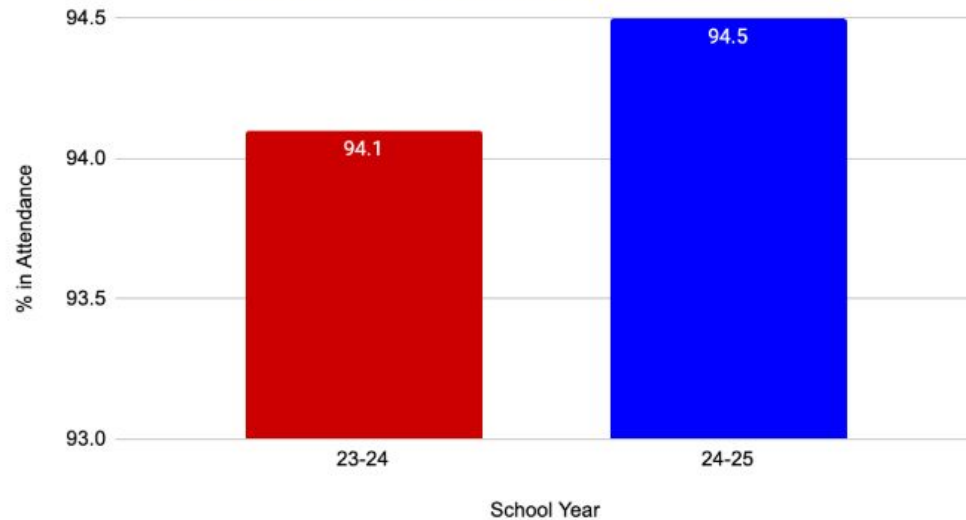
Total Students with Chronic Absences
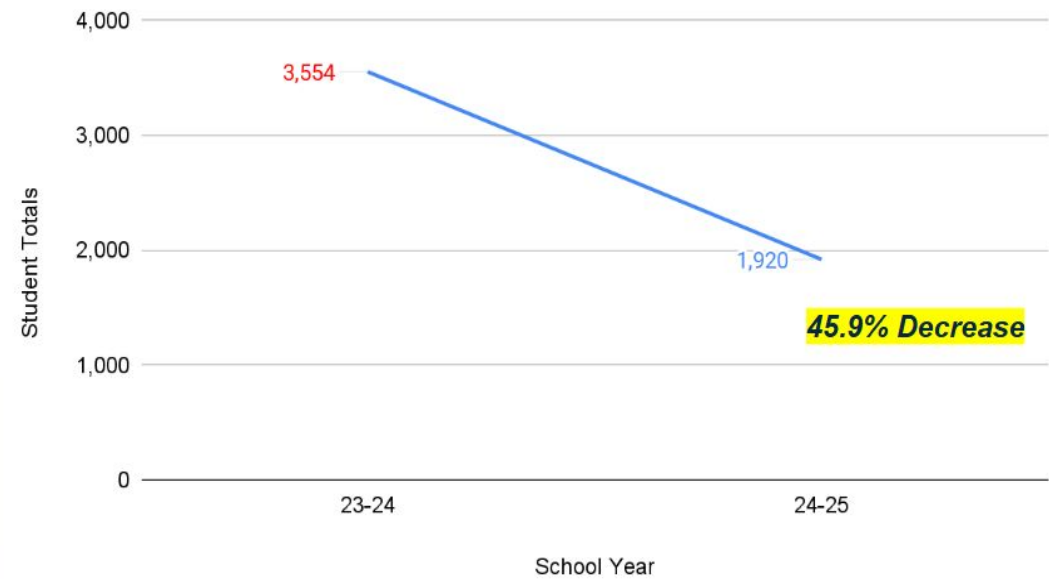
Student Totals

- 3,554 (23-24)
- 1,920 (24-25)

45.9% Decrease

School Year

Discipline Data
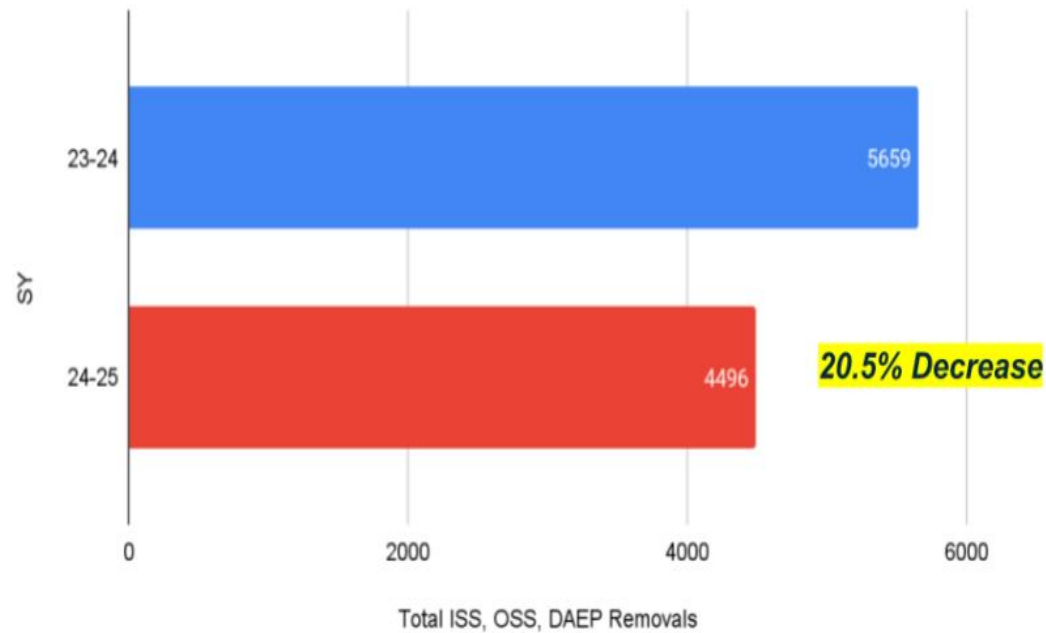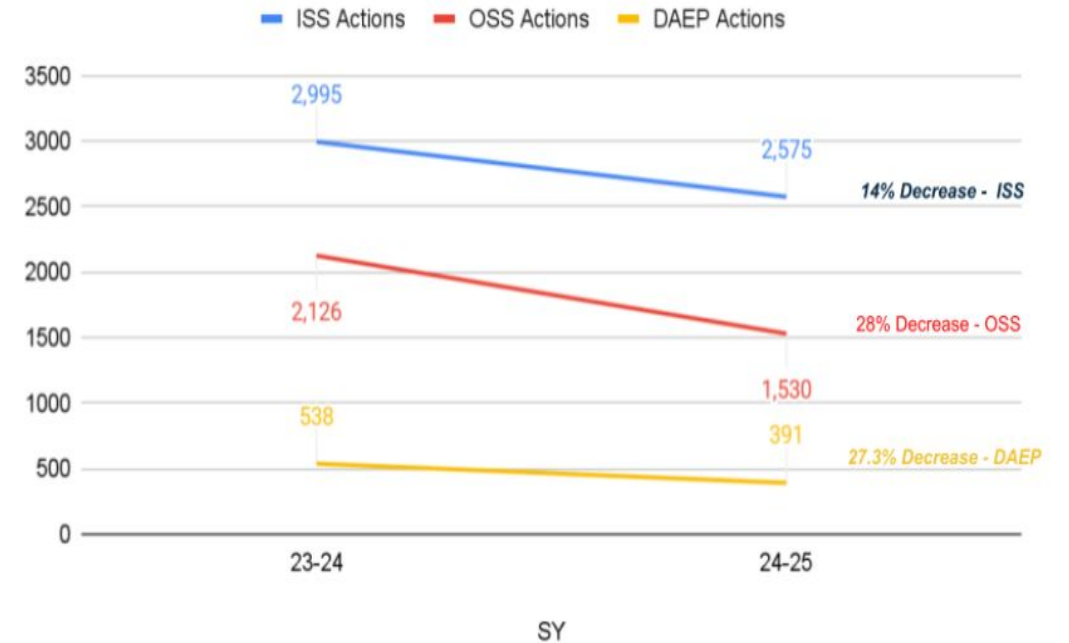
Teaching & Learning

"My son is well loved at school by his teachers. Every single teacher knows his name."

~Parent Response on MAS Survey

ACTION PLAN 2.1 PROGRESS

PROVIDE EFFECTIVE AND RELEVANT PROGRAMS FOR OUR DIVERSE COMMUNITY

Curriculum Design Model and Design Teams

Curriculum Cycle and Feedback

Document Alignment

Mid-Level Assessment Design and Implementation

Perception Data for Teaching & Learning : Staff

"81.8% percent of surveyed staff agree that our school has effective multi-tiered student supports (MTSS) and tutorial programs in place."

Scale: 4=agree

Staff: Teaching & Learning

	Q1	Q2	Q3	Q4	Q5
23-24	4.18	4.05	4.17	4.12	4.03
24-25	4.30	4.12	4.23	4.28	4.08
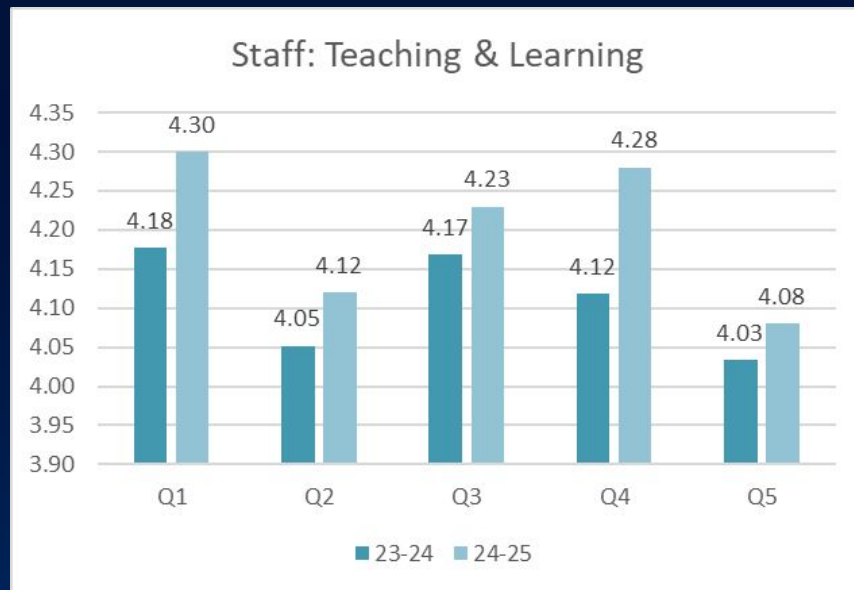
MISD Updated Curriculum Cycle

- NASOT
- MISD Design Teams
- District Professional Learning Communities

"81.5% of teachers agreed that the NASOT model has helped improve student engagement."

McKINNEY ISD
TEACHING & LEARNING

written

DELIVERY

DESIGN

Every Student, Every Day

taught

DELIVERY

tested

Curriculum Triangle

THE HANDBOOK FOR
THE NEW Art and Science OF TEACHING
ROBERT J. MARZANO
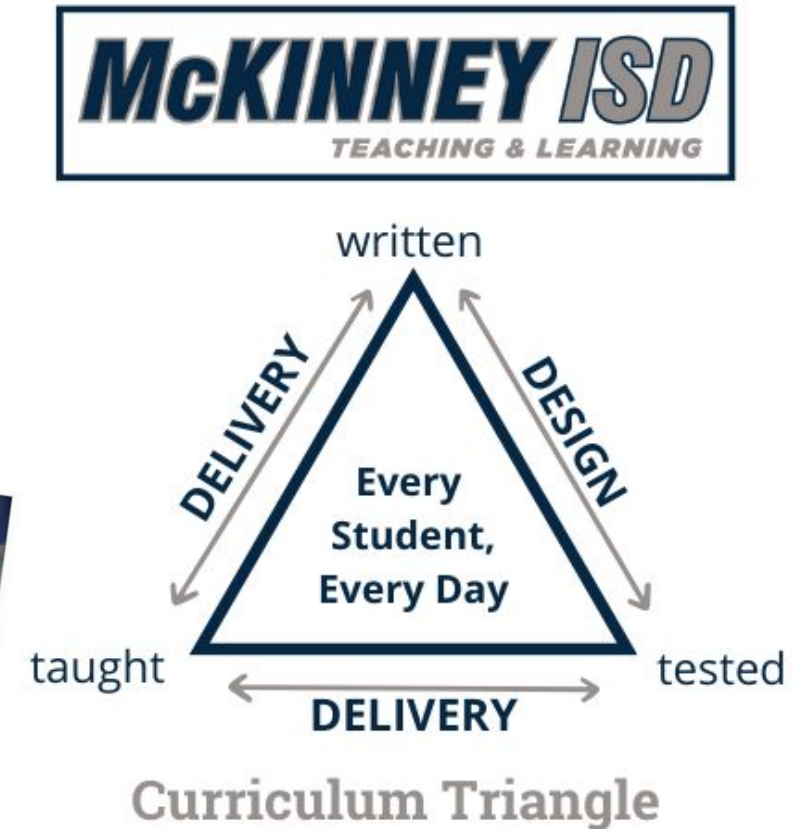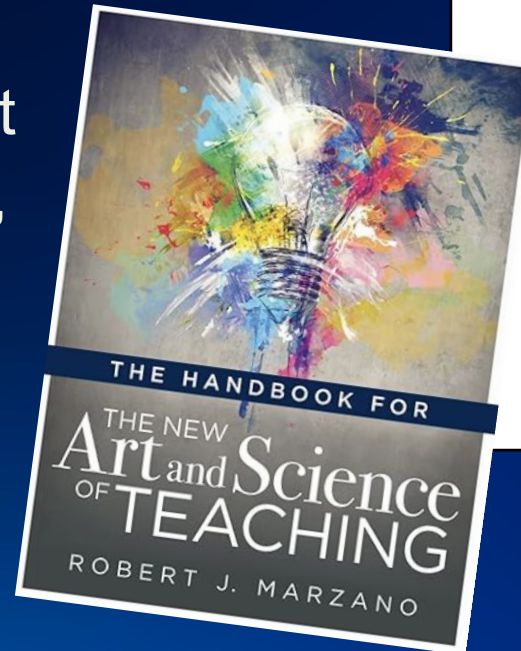
ACTION PLAN 2.2 PROGRESS
PROVIDE EFFECTIVE AND RELEVANT PROGRAMS FOR OUR DIVERSE COMMUNITY

Financial Literacy
MISD K-8 STEAM Initiative
Career and Technical Education

Perception Data for Teaching & Learning

"**81.8%** percent of surveyed staff agree that our school has effective multi-tiered student supports (MTSS) and tutorial programs in place."

Scale: 4=agree

Advanced Placement

AP Score Distinctions

200
180
160
140
120
100
80
60
40
20
0

175 (Boyd AP Scholar)
134 (Boyd AP Scholars with Distinction)
62 (Boyd AP Scholars with Honors)
149 (MHS AP Scholar)
121 (MHS AP Scholars with Distinction)
59 (MHS AP Scholars with Honors)
135 (North AP Scholar)
107 (North AP Scholars with Distinction)
52 (North AP Scholars with Honors)

Boyd   MHS   North

■ AP Scholar   ■ AP Scholars with Distinction   ■ AP Scholars with Honors
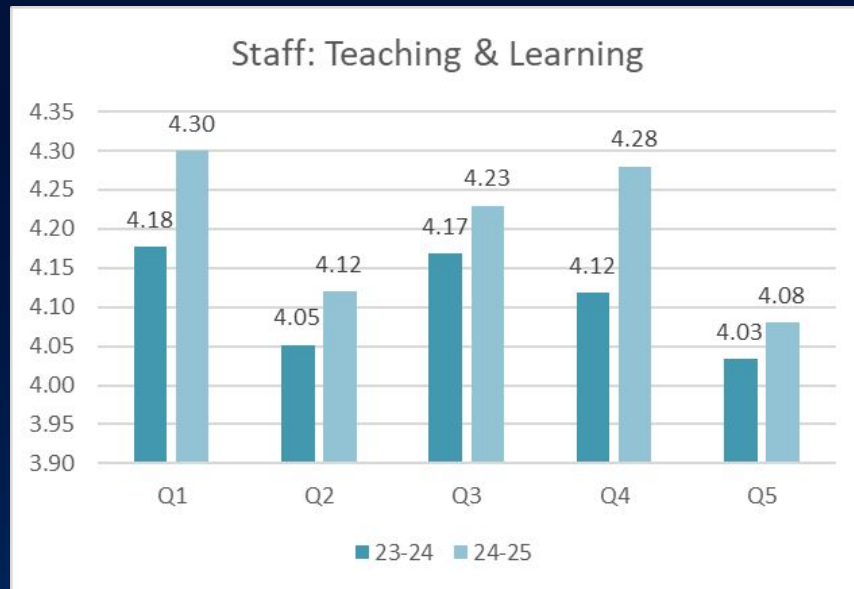
2,705 students were enrolled in AP courses in 24-25

Collectively, those students took 5,655 AP Exams

Collectively, our students exceeded state average scores in 22 subjects. Of those 22 subjects, in 18 subjects we exceeded global average scores as well

73.5% of our enrolled students earned a 3 or better on at least one AP exam last year!
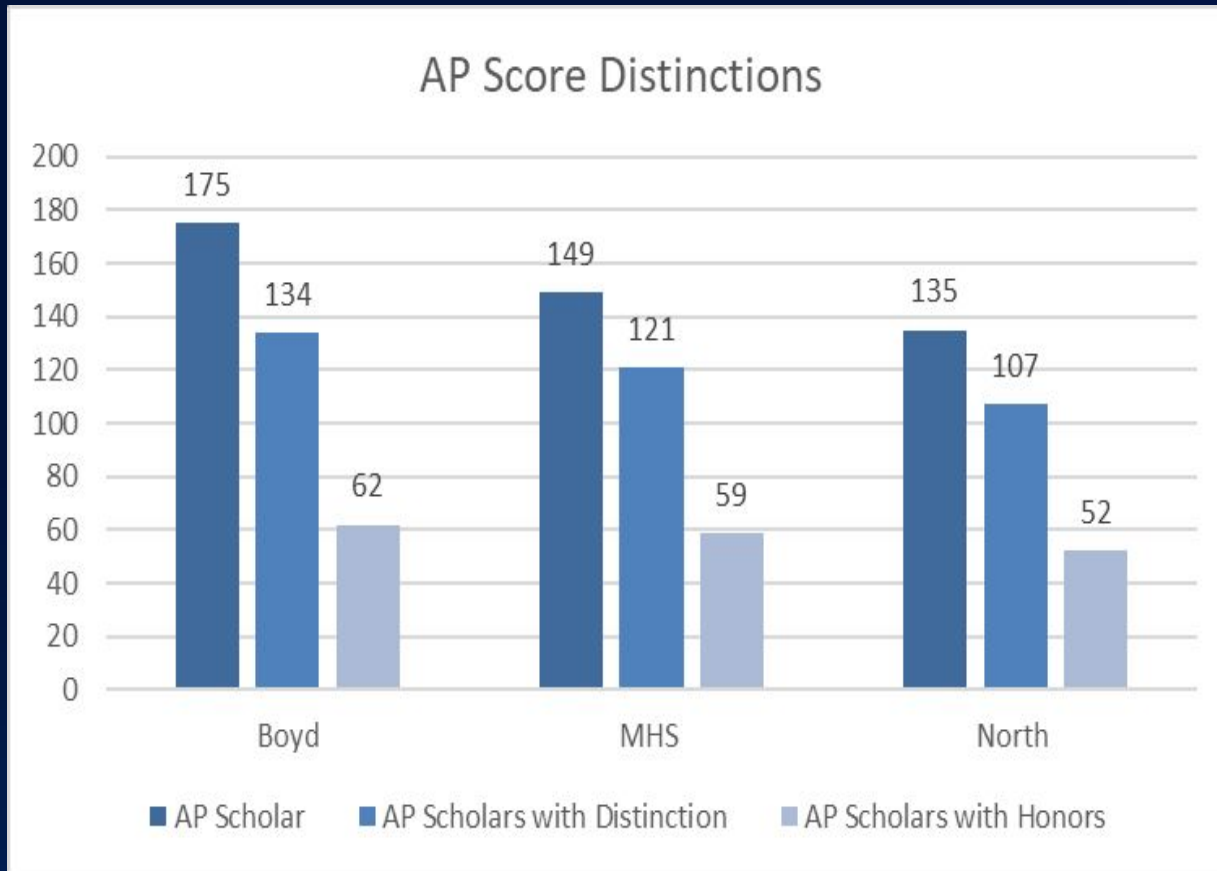
Dual Credit Performance

Dual Credit Enrollment (Unique Students)

Year	Students
20-21	799
21-22	778
22-23	795
23-24	866
24-25	739
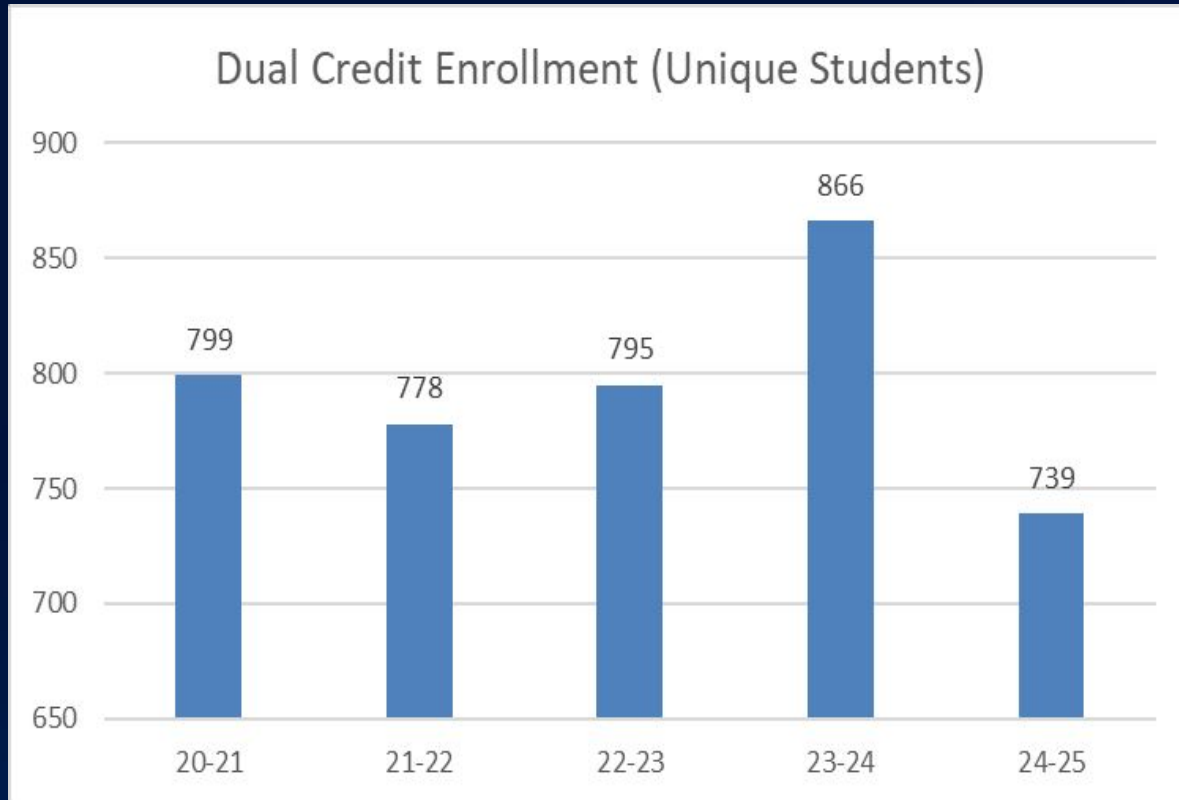
23-24 Total Hours Earned = 4956
24-25 Total Hours Earned = 5218

24-25 Average Hours Earned in the Year Per Student= 7.1 hours

The average dual credit student successfully completed 4 or more college course across their years in HS (or one full college semester ahead!)

ACTION PLAN 2.3 PROGRESS

IMPLEMENT A COMPREHENSIVE PROFESSIONAL DEVELOPMENT PROGRAM

YEAR 1: NEW TO MISD PATHWAY

MISD Professional Learning Philosophy

The McKinney Independent School District believes that being a professional in the field of education implies a commitment to continued learning and growth.

The professional development program supports professional growth for all employees based upon District beliefs and goals.

The purpose is to ensure professional growth targeted at improving student outcomes.

Leading from Within: Staff Growth

- All Assistant Principals trained in The Power of Positive Leadership
- Trained Ad Council in The Power of Positive Teams
- 5th year of Aspiring Leadership Academy
- Launched Aspiring Assistant Principal Pathway
- Promoted 10 staff to Assistant Principals!

Perception Data for High Quality Staff

"**90.3%** of surveyed staff agreed that they have good relationships here and would recruit a colleague to join them in McKinney ISD."

"**96.1%** of surveyed parents agreed that their child's campus celebrates the accomplishments of their teachers and staff"

"**90.3%** of surveyed students agreed that their teachers and principals seem like good teammates."

"**93.1%** of surveyed students agreed that their campus celebrates the accomplishments of their teachers and staff"

"**86.4%** of surveyed staff agreed that most of their colleagues are engaged, expressing positive attitudes, and strong work ethic."

Taking Care of Our Staff
Right from the Beginning!

The Human Resources team conducted eight New Hire Orientation sessions for 386 new employees. We shared department information from benefits, payroll, MEF, Club 360 and technology. Additional topics that our team covered were T-TESS evaluations, classroom management, teaching and learning, and work-life balance. We will continue to offer sessions throughout the year to ensure our late hires receive a well rounded on-boarding and are able to learn about all things MISD.

ACTION PLAN 3.1 PROGRESS

DESIGN AND STRATEGICALLY IMPLEMENT CREATIVE RECRUITMENT METHODS TO ATTRACT PASSIONATE MISD FAMILY MEMBERS.

Comprehensive Hiring & Recruitment Plan

Job Fairs & Letters of Intent

Educator Profile & Interview Guidelines

Grow Your Own Program

McKinney ISD Teacher Academy

- Pathway for McKinney ISD employees seeking to earn a bachelor's degree and teacher certification

- Upon acceptance, participants are eligible to apply to available teacher-intern positions and begin McKinney ISD core courses

- Accepted participants gain classroom teaching experience and receive structured support through partnerships with a university and alternative certification program

Job Fairs & Student Teachers

- 7 Student Residents hired for 25-26 under the Strategic Staffing Grant Program

- 7 Paraprofessionals are accepted in the Teacher Academy Cohort

- MISD hosted 46 student observers!

- Job Fairs held at key points in the year!

McKINNEY ISD JOB FAIR
FOR THE 2025–2026 SCHOOL YEAR

McKinney ISD is seeking great people for a wide range of full-time and part-time positions for the 2025–2026 school year. Join the McKinney ISD team! Use the QR code below to register for this exciting event.

JOB OFFERS WILL BE GIVEN FOR SOME CRITICAL NEED POSITIONS AT THIS EVENT!

General Education Teachers
Special Education Teachers
Bilingual Teachers
Childcare
Paraprofessionals
Durham Bus Drivers
Aramark Food Services
Aramark Custodial Services
Crossing Guards
Substitutes
Maintenance & Grounds

Date:
Saturday, March 8, 2025
Time:
9 a.m. - 12 p.m.
Location:
McKinney High School
1400 Wilson Creek Pkwy
McKinney, Texas 75069

USE THE QR CODE TO REGISTER FOR THIS EVENT!

$62,100
Starting Salary for First Year Teachers

Stipends
SPED — $5,000
Bilingual — $3,000
Master's — $1,500

JOIN OUR TEAM!

McKINNEY ISD
EVERY STUDENT, EVERY DAY!

ACTION PLAN 3.2 PROGRESS

DESIGN AND STRATEGICALLY IMPLEMENT CREATIVE RETENTION METHODS BY DEVELOPING AND RECOGNIZING EVERY MEMBER OF OUR MISD FAMILY.

Comprehensive Retention Plan

Advertise Grow-Your-Own Opportunities

Stay Surveys

Advertise MISD Incentives and Perks

Systems are in Place to Celebrate and Develop our Amazing Staff!

MISD Family & Culture

"My kids have all had a great experience overall in MISD. They have been challenged and had fun, and have been involved in many ways."

~Parent Response on MAS Survey

Perception Data for MISD Family & Culture: Parents

"**92.4%** of surveyed parents agreed that teachers and school staff treat students and parents with respect regardless of background or culture."

"**90.5%** of surveyed parents agreed that teachers have a positive impact on my child."

Scale: 4=agree

Parents: MISD Family & Culture

	Q1	Q2	Q3	Q4	Q5
23-24	2.91	3.84	3.90	4.09	4.12
24-25	3.03	3.89	3.95	4.14	4.16
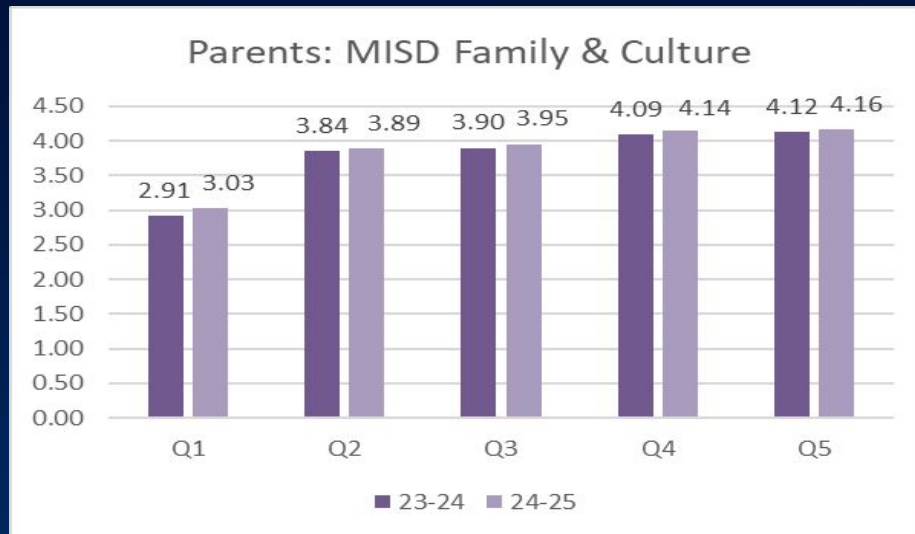
ACTION PLAN 4.1 PROGRESS

Establish an environment that welcomes and promotes community engagement and partnerships.

Online MISD events calendar

Online resource for information about programs, services, & extra-curriculars

MISD social media expectations and best practices

MISD Graduate Profile

Career & Technical Education Comprehensive Plan

Stakeholder input on interests & expectations of students

Develop standards of practice for campuses and student opportunities

Career & Technology Education

- 12% increase in students requesting CTE in 25-26
- Over 125 CTE students from across MISD competed at the state level in CTE CTSO competitions
- Faubion Middle School (1st) and Evans Middle School (3rd) place at statewide coding competition
- MISD JROTC qualified for Marine Corps National JROTC Drill Championships

22-23 Graduation Rate CTE versus Non CTE

	MISD	Texas
CTE Students	99.41	97.35
Non-CTE Students	93.86	76.12

CTE is an evidence based intervention!!

Source: CTER Summary Report 22-23 (most recent reporting available!)

Graduate Profile
Student Clubs & Organizations

21 elementary and 5 middle school campuses participate in a spelling bee.

"87.7% of staff and 93.6 % of parents agree that their school has after school programs, student clubs, and enrichment activities in place."

Average Number of Student Clubs/Organizations

Elementary	Middle School	High School
4.22	9.2	35
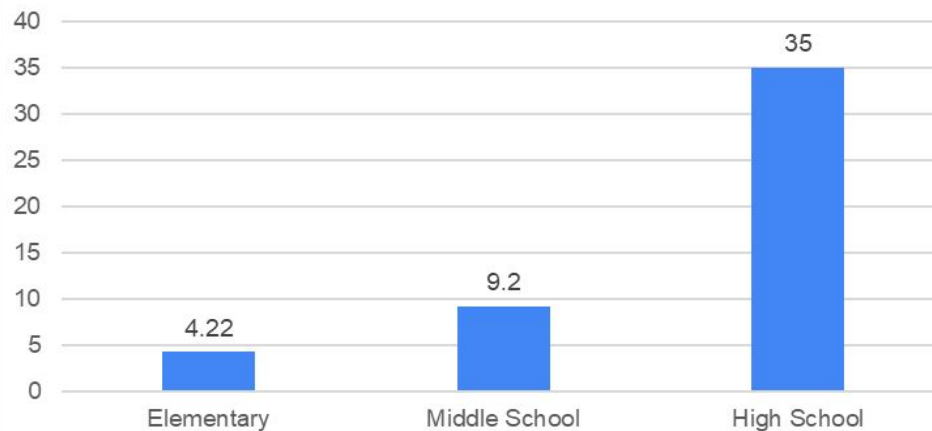
ACTION PLAN 4.2 PROGRESS

Cultivate a culture built on high expectations, core values, and accountability.

Champions Committee

Top 10 Seniors Celebration

Systematic Plan to Celebrate Students

Implement Student Feedback Opportunities

Develop an educator profile

Develop a leadership profile

Increase leadership pathways

Systems for Celebrating Staff

Identify & communicate the MISD core values

MISD Fine Arts

- MISD hosted the 1st annual MISD Distinguished Art Show at the CEC, featuring the work of thousands of students
- Our fine arts programs have won regional, state, and national recognition!
- For the **10th year**, MISD was named a Best Community for Music Education by the NAMM Foundation!

Did you know that over 75% of MISD students participate in Fine Arts?

MISD Athletics

- 722 students earned Academic All-District honors
- 160 students earned Academic All-State Recognition
- 81 students received athletic scholarships to attend college
- 37 State Qualifiers (individuals and teams)
- THSADA "Texas Way" District of Distinction
- 6th consecutive year to host the NCAA Division II Football Championship
- Many more district, area, and regional recognitions

Buzz Photos

Did you know that **34%** of HS and **50%** of MS students participate in Athletics?

Communications

"MISD is a great school district. My daughter has attended McClure, Cockrill and now McKinney Boyd. I have always felt respected and most of the teachers and staff have been amazing."

~Parent Response on MAS Survey

Perception Data for Communications

"**89.1%** of surveyed parents agreed that campus communication with parents and other stakeholders is accessible, timely, and effective."

"**91.0%** of surveyed parents agreed that they know how to get information about their child's grades, attendance, and other records when they need it."

"**89.1%** of surveyed staff agreed that respectful and timely communication is a priority in the district."

ACTION PLAN 5.1.1 PROGRESS

5.1.1 Ensure internal communication is professional, transparent, and consistent throughout the district.

Internal Communications

District wide Communications

Pillar Supports

ACTION PLAN 5.1.2 PROGRESS

5.1.2 Ensure external communication is professional, transparent, consistent, and easily accessible by all stakeholders.

Telling our Story & Branding

Media, Documents & External Communications

District wide Communications

Media Data

Perception Data for Finance & Facilities

"**90.9%** of surveyed parents agree that they are proud of the schools and facilities in the district"

"**91.5%** of surveyed parents agree that their child's school is clean and well-maintained."

"**87.7%** of surveyed staff agree they have the resources they need for instruction."

ACTION PLAN 6.1 PROGRESS
Review and identify inefficient programs.

Evaluate 1 to World's sustainability

Digital Resource Audit

Develop Equipment Standards (i.e. Technology, CTE, SPED)

Develop comprehensive plans for the following: First day of school, Assessment Ready, Summer School

CTE & Master Schedule Audit

District Budget Book

Technology Data
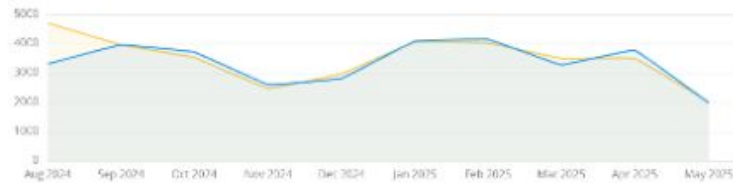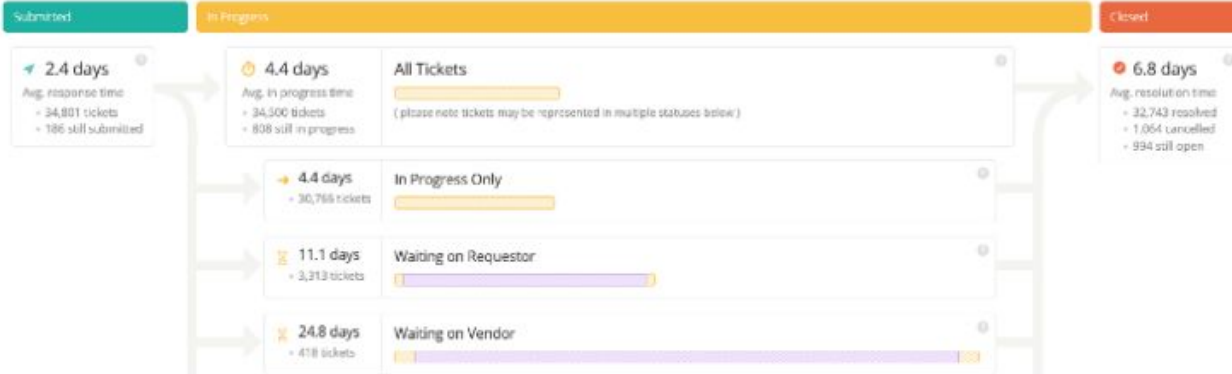
ACTION PLAN 6.2 PROGRESS

Analyze the staffing allocation matrix to improve efficiency.

Budget Process
Department Questionnaires
Comparison with Industry Standards
Evaluate Requests during Budget Process

ACTION PLAN 6.3 PROGRESS

Identify and repurpose facilities that are underutilized.

Create Long Range Facility Plan
Perform facility assessments
Consider options for facility utilization and uses
Review placements of campus programs
Develop a future land use plan

RESULT 6.3.1

Create Long Range Facility Plan

IN PROGRESS

Campus	Building Plan Type	FAC Score	Comments
123 - McGowen	Square Plan	7.63	Scheduled to be Refreshed Summer 2027
117 - McNeil	"Finger" Plan	7.53	Refreshed Summer 2020
121 - Minshew	Square Plan	7.51	Scheduled to be Refreshed Summer 2026
124 - Press	Square Plan	7.50	Scheduled to be Refreshed Summer 2028
111 - Slaughter	Unique	6.83	Refreshed Summer 2023
108 - Valley Creek	2 Story w/ Ramp	7.83	Refreshed Summer 2018
119 - Vega	"Finger" Plan +2	7.93	Refreshed Summer 2021
115 - Walker	"Finger" Plan	7.81	Refreshed Summer 2017
104 - Webb	Unique	5.89	Refreshed Summer 2022
122 - Wilmeth	Square Plan	7.51	Scheduled to be Refreshed Summer 2026
116 - Wolford	2 Story w/ Ramp	8.07	Refreshed Summer 2019
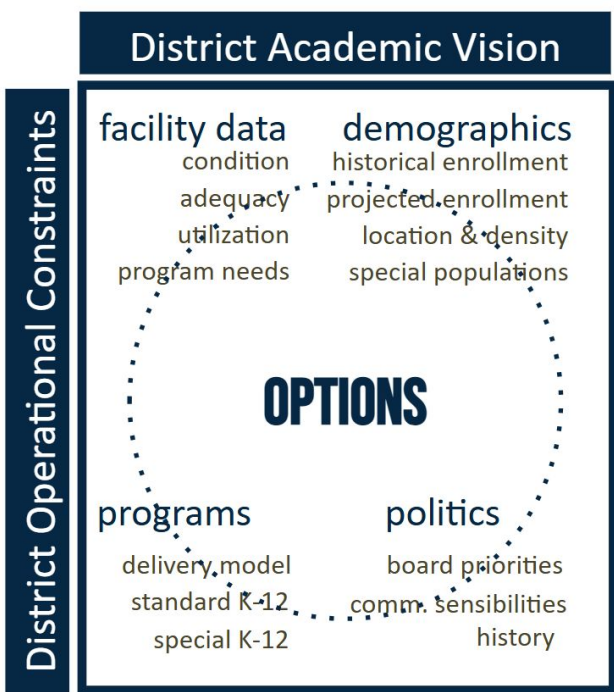
District Academic Vision

District Operational Constraints

facility data
condition
adequacy
utilization
program needs

demographics
historical enrollment
projected enrollment
location & density
special populations

OPTIONS

programs
delivery model
standard K-12
special K-12

politics
board priorities
comm. sensibilities
history

AUG 24	SEPT 24	OCT 24	NOV 24	DEC 24	JAN 25

VALLEY CREEK

Board authorization and committee charge

Committee invitations and acceptance

LRFPC Meeting 1

LRFPC Meeting 2

LRFPC Meeting 3

LRFPC Meeting 4

REDISTRIBUTION OF BOUNDARIES EDUCATIONAL FACILITIES ALIGNMENT COMMITTEE

McKINNEY ISD
EVERY STUDENT, EVERY DAY

Dr. Dennis Womack

Assistant Superintendent of Business

Elementary

Ten Year Forecast by Elementary Campus

Campus	Design Capacity	Functional Capacity	History 2023/24	Fall 2024/25	ENROLLMENT PROJECTIONS 2025/26	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32	2032/33	2033/34	2034/35
BENNETT ELEMENTARY	800	676	481	425	403	392	378	370	366	370	363	358	353	348
BURKS ELEMENTARY	422	422	366	430	444	447	442	445	427	403	394	387	379	377
CALDWELL ELEMENTARY	458	458	451	410	470	474	482	498	510	523	527	537	545	559
EDDINS ELEMENTARY	653	474	347	366	371	380	390	385	382	375	364	357	346	336
FINCH ELEMENTARY	441	441	337	338	390	399	401	406	407	410	416	421	427	434
FRAZIER ELEMENTARY	850	760	711	790	808	873	941	1,000	1,050	1,120	1,171	1,218	1,260	1,288
GLEN OAKS ELEMENTARY	653	560	512	479	443	417	407	392	387	400	405	406	403	402
JOHNSON ELEMENTARY	653	524	388	373	347	338	328	333	327	320	314	311	309	305
MALVERN ELEMENTARY	647	624	437	417	409	407	400	396	394	383	376	371	367	364
MCCLURE ELEMENTARY	850	722	608	659	758	813	847	844	861	861	835	806	820	815
MCGOWEN ELEMENTARY	850	672	561	568	536	531	516	497	487	473	462	456	452	451
MCNEIL ELEMENTARY	647	464	381	335	338	330	326	336	335	331	337	343	346	349
MINSHEW ELEMENTARY	850	554	461	434	409	398	394	390	382	373	372	371	372	376
PRESS ELEMENTARY	850	620	424	586	708	787	855	971	1,142	1,206	1,283	1,412	1,476	1,588
SLAUGHTER ELEMENTARY	647	647	559	556	518	512	490	485	472	472	471	469	466	463
VALLEY CREEK ELEMENTARY	622	544	509	499	481	476	452	462	449	438	437	433	431	431
VEGA ELEMENTARY	647	628	475	493	483	489	490	468	468	453	445	440	436	435
WALKER ELEMENTARY	647	580	412	382	361	348	348	348	340	346	348	354	356	358
WEBB ELEMENTARY	458	458	389	475	501	590	690	786	842	871	906	942	978	1,017
WILMETH ELEMENTARY	850	648	495	434	398	369	356	350	344	339	336	335	337	341
WOLFORD ELEMENTARY	675	518	412	390	378	369	361	345	339	331	326	325	325	326
ELEMENTARY SCHOOL TOTALS	14,170	11,994	9,716	9,839	9,954	10,139	10,294	10,507	10,711	10,798	10,888	11,052	11,184	11,363
Elementary Absolute Change			104	123	115	185	155	213	204	87	90	164	132	179
Elementary Percent Change			1.08%	1.27%	1.17%	1.86%	1.53%	2.07%	1.94%	0.81%	0.83%	1.51%	1.19%	1.60%

Zonda Education

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Elementary Northwest

Campus	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32	2032/33	2033/34	2034/35
ENROLLMENT PROJECTIONS										
FRAZIER	808	873	941	1,000	1,050	1,120	1,171	1,218	1,260	1,288
PRESS	708	787	855	971	1,142	1,206	1,283	1,412	1,476	1,588
VEGA	483	489	490	468	468	453	445	440	436	435
	1,999	2,149	2,286	2,439	2,660	2,779	2,899	3,070	3,172	3,311

Frazier

Vega

Press

Webb

McClure

Slaughter

Established 2008
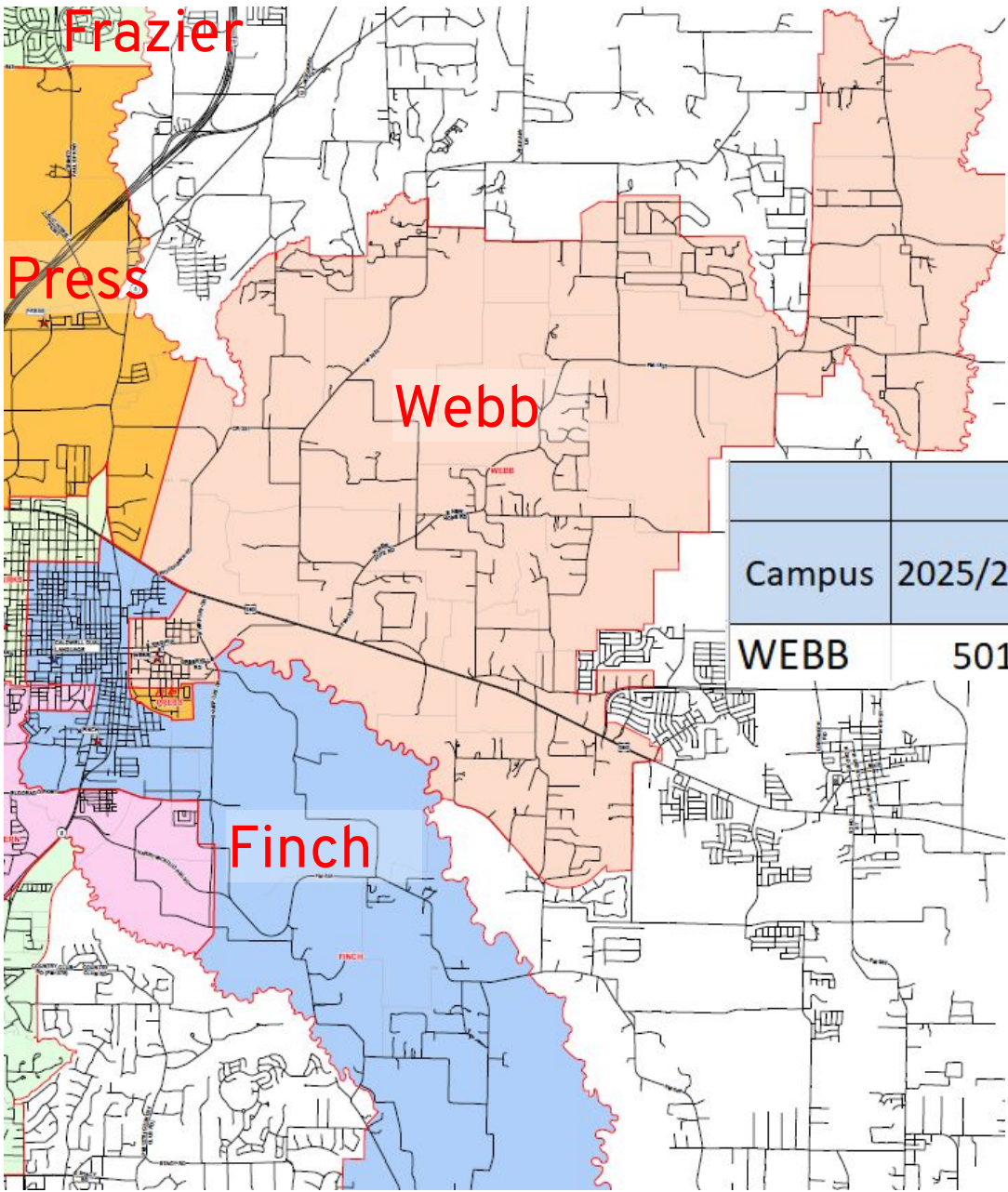
Elementary Northeast
Webb Zone

Campus	ENROLLMENT PROJECTIONS									
	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32	2032/33	2033/34	2034/35
WEBB	501	590	690	786	842	871	906	942	978	1,017
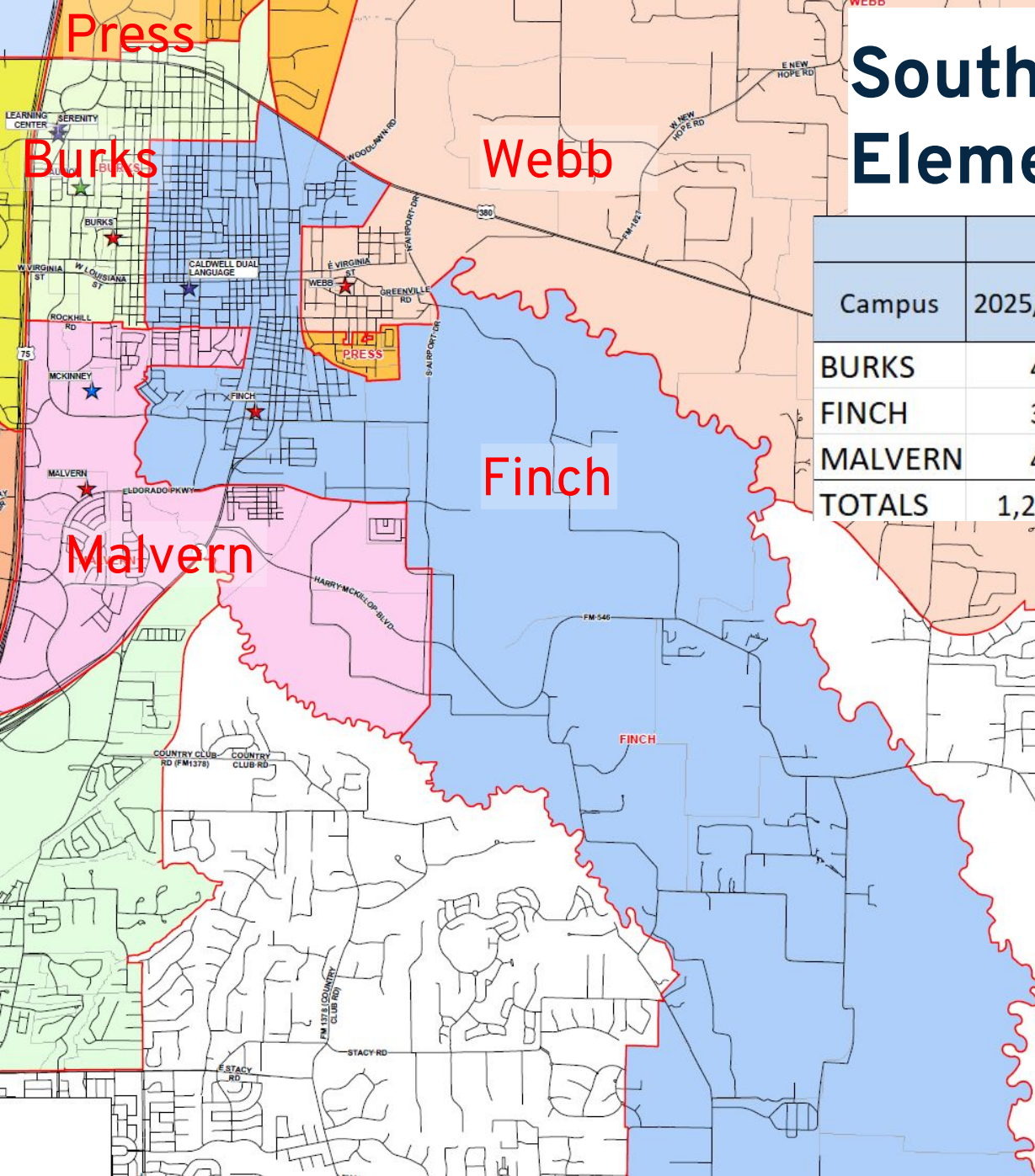
Southeast Elementary

	ENROLLMENT PROJECTIONS									
Campus	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32	2032/33	2033/34	2034/35
BURKS	444	447	442	445	427	403	394	387	379	377
FINCH	390	399	401	406	407	410	416	421	427	434
MALVERN	409	407	400	396	394	383	376	371	367	364
TOTALS	1,243	1,253	1,243	1,247	1,228	1,196	1,186	1,179	1,173	1,175

Southwest Elementary

Campus	ENROLLMENT		
	2025/26	2029/30	2034/35
BENNETT	403	366	348
EDDINS	371	382	336
GLEN OAKS	443	387	402
JOHNSON	347	327	305
MCCLURE	758	861	815
MCGOWEN	536	487	451
MCNEIL	338	335	349
MINSHEW	409	382	376
SLAUGHTER	518	472	463
VALLEY CREEK	481	449	431
WALKER	361	340	358
WILMETH	398	344	341
WOLFORD	378	339	326
TOTALS	5,741	5,471	5,301
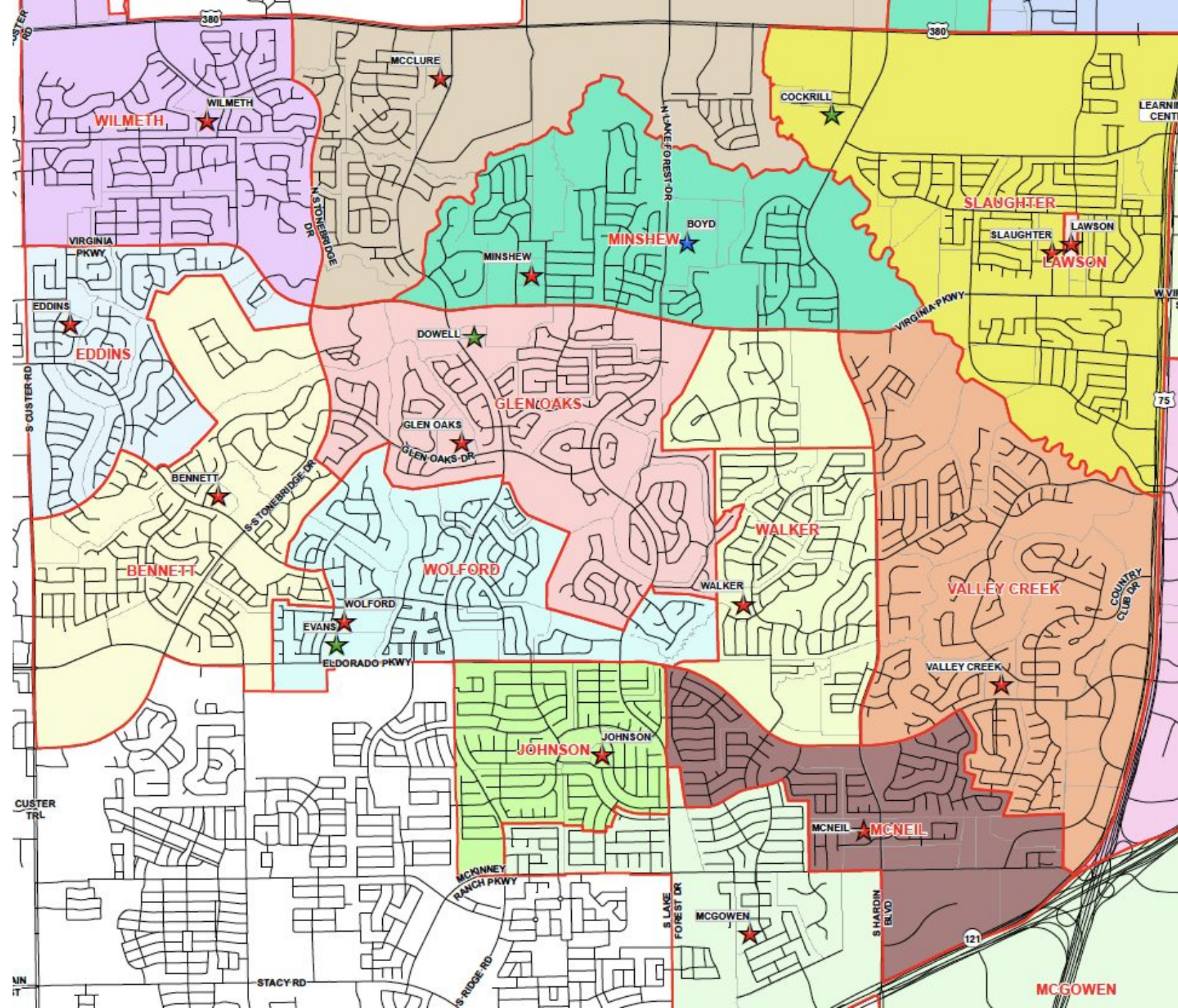
Ten Year Forecast by Secondary Campus

Campus	Design Capacity	Functional Capacity	History 2023/24	Fall 2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32	2032/33	2033/34	2034/35
									ENROLLMENT PROJECTIONS					
DOWELL MIDDLE SCHOOL	1,500	1,108	1,047	992	966	1,008	996	1,004	974	938	920	915	940	943
COCKRILL MIDDLE SCHOOL	1,500	1,233	1,223	1,215	1,193	1,171	1,147	1,145	1,137	1,118	1,071	1,049	1,016	1,003
FAUBION MIDDLE SCHOOL	1,500	1,339	1,158	1,037	1,067	1,054	1,091	1,067	1,069	1,060	1,079	1,061	1,048	1,035
EVANS MIDDLE SCHOOL	1,500	944	782	799	783	743	724	691	672	666	669	673	662	650
JOHNSON MIDDLE SCHOOL	1,500	936	1,050	1,102	1,281	1,459	1,668	1,799	1,973	2,162	2,367	2,558	2,664	2,757
MIDDLE SCHOOL TOTALS	7,500	5,560	5,260	5,145	5,290	5,435	5,626	5,706	5,825	5,944	6,106	6,256	6,330	6,388
Middle School Absolute Change			-123	-115	145	145	191	80	119	119	162	150	74	58
Middle School Percent Change			-2.28%	-2.19%	2.82%	2.74%	3.51%	1.42%	2.09%	2.04%	2.73%	2.46%	1.18%	0.92%
BOYD HIGH SCHOOL	3,000	3,000	2,551	2,549	2,486	2,378	2,321	2,247	2,222	2,228	2,202	2,171	2,132	2,099
MCKINNEY HIGH SCHOOL	3,000	3,000	2,808	2,676	2,565	2,445	2,305	2,257	2,232	2,216	2,197	2,166	2,157	2,139
MCKINNEY NORTH HIGH SCHOOL	2,400	2,400	2,312	2,392	2,424	2,528	2,614	2,797	3,009	3,285	3,574	3,760	4,084	4,349
HIGH SCHOOL TOTALS	8,400	8,400	7,671	7,617	7,475	7,351	7,240	7,301	7,463	7,729	7,973	8,097	8,373	8,587
High School Absolute Change			-58	-54	-142	-124	-111	61	162	266	244	124	276	214
High School Percent Change			-0.75%	-0.70%	-1.86%	-1.66%	-1.51%	0.84%	2.22%	3.56%	3.16%	1.56%	3.41%	2.56%
COUNTY RESIDENTIAL CENTER			85	89	89	90	89	89	89	89	89	89	89	89
LAWSON EARLY CHILDHOOD SCH	600	788	611	601	624	650	650	653	662	666	667	679	688	699
JJ AEP			31	27	27	27	27	27	27	27	27	27	27	27
SERENITY HIGH SCHOOL			9	9	9	9	9	9	9	9	9	9	9	9
ALTERNATIVE CAMPUS TOTALS	600	788	736	726	749	776	775	778	787	791	792	804	813	824
DISTRICT TOTALS	30,670	26,742	**23,383**	**23,327**	**23,468**	**23,701**	**23,935**	**24,292**	**24,786**	**25,262**	**25,759**	**26,209**	**26,700**	**27,162**
District Absolute Change			-23	-56	141	233	234	357	494	476	497	450	492	461
District Percent Change			-0.10%	-0.24%	0.60%	0.99%	0.99%	1.49%	2.04%	1.92%	1.97%	1.75%	1.88%	1.73%

23

High Schools

North

Boyd

MHS

LEGEND
- HIGH
- MID
- ELEM
- OTHER
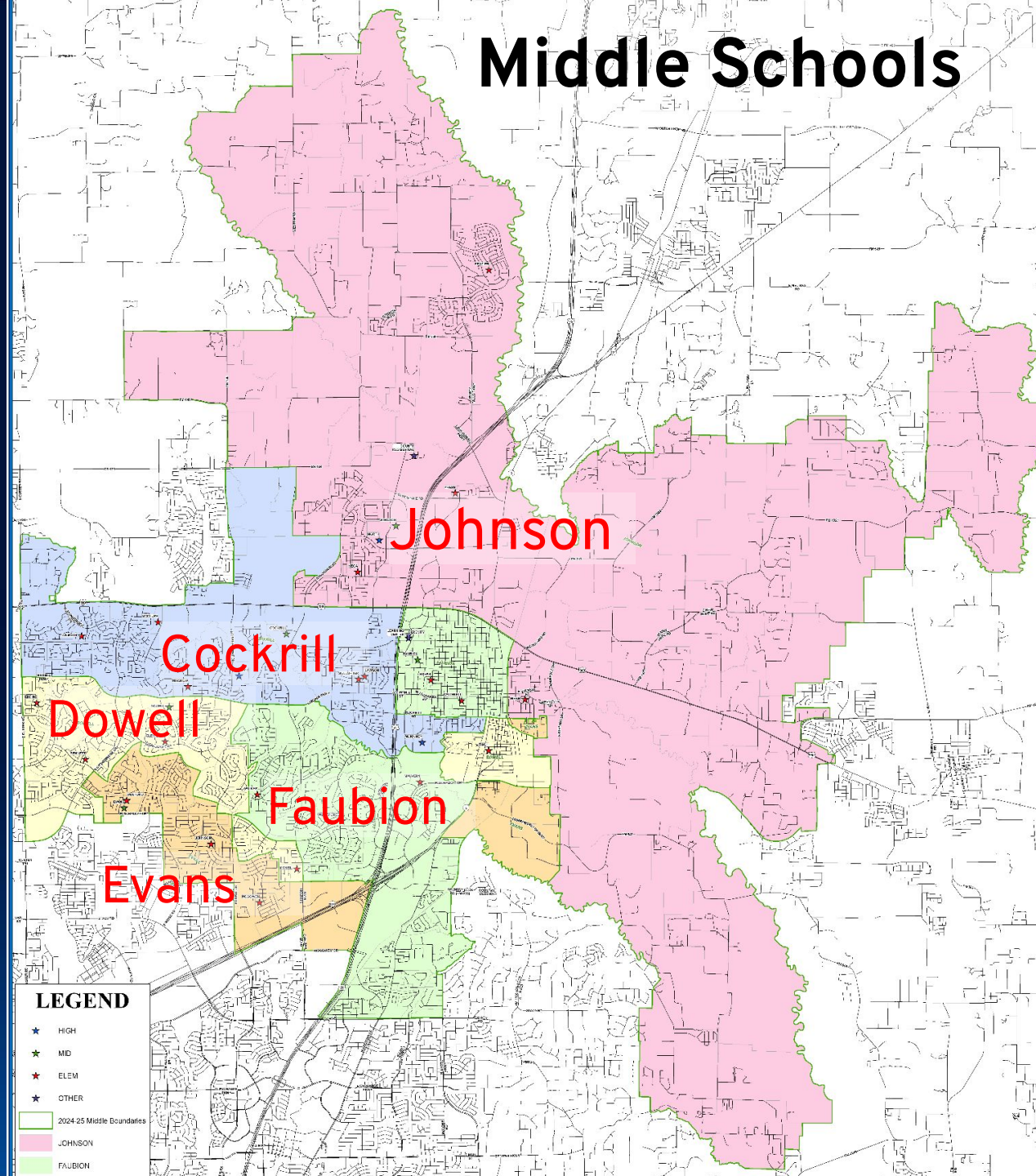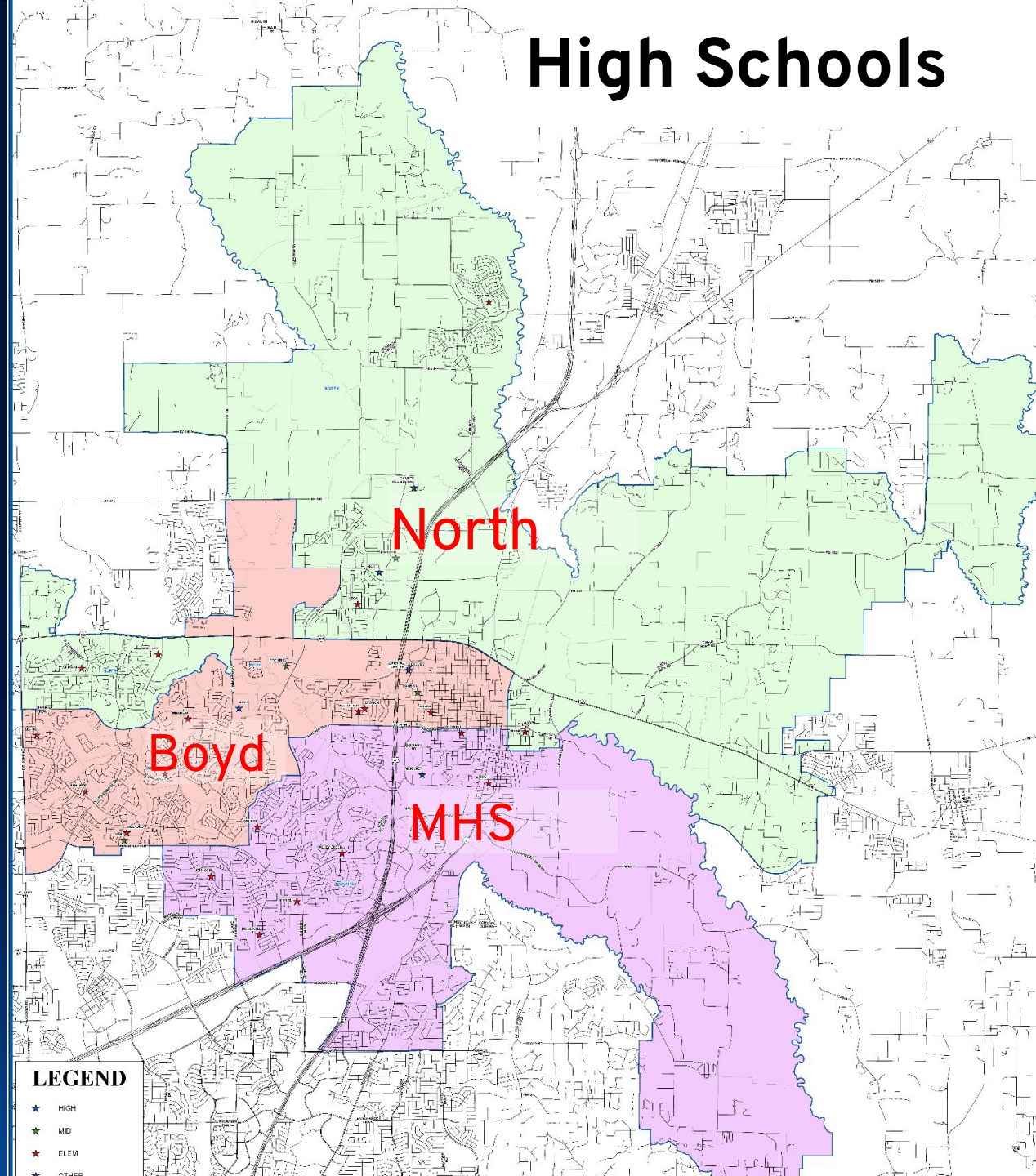
EDUCATIONAL FACILITIES ALIGNMENT COMMITTEE

September Board Meeting

Request to establish an Educational Facilities Alignment Committee to study

- Projected student enrollment,
- Campus student capacity,
- Population shifts, and

Recommend updated attendance boundaries for elementary, middle, and high schools.

Request the development of a committee charge, makeup, and parameters.

Committee Timeline: September-December