McKinney ISD District Profile

Hispanic/Latino	29%
American Indian/Alaskan Native	0.34%
Asian	7%
African American/Black	16%
Native Hawaiian/Other Pacific Islander	.13%
Caucasian/White	42%
Two or more races	6%
Economically Disadvantaged	37%
English Learners (All Groups)	14.8%
Special Education	17.61%
504	14.91%
Gifted & Talented	12.7%
At-Risk	32%
Military Connected	5%

Enrollment by Grade Level

Pre-K	601	2.5%
Kindergarten	1,499	6.44%
1st Grade	1,543	6.63%
2nd Grade	1,647	7.07%
3rd Grade	1,682	7.22%
4th Grade	1,708	7.34%
5th Grade	1,587	6.82%
6th Grade	1,664	7.15%
7th Grade	1,731	7.44%
8th Grade	1,868	8.02%
9th Grade	2,081	8.94%
10th Grade	1,980	8.50%
11th Grade	1,916	8.23%
12th Grade	1,774	7.62%
Total Students		23,281

District & Campus Goals

- Goal #1: McKinney ISD will ensure the schools are safe and secure.

- Goal #2: McKinney ISD will use data driven decisions to engage students in learning experiences that ensure growth and will prepare them for graduation and post-secondary success.

- Goal #3: McKinney ISD will continue to recruit, recognize, develop, and retain high quality and effective staff.

- Goal #4: McKinney ISD will intentionally focus on maintaining a culture that is inclusive of students, staff, and community.

- Goal #5: McKinney ISD will ensure that communication internally and externally is consistent, accurate, and timely.

- Goal #6: McKinney ISD will continue to be fiscally responsible and efficient with district resources.

McKinney ISD will engage students in learning experiences that ensure growth and will prepare them for graduation and post-secondary success.

Department Priorities and Actions

High Reliability Schools

- Launched High Reliability Schools Level 3 Certification Process
  - Focus on Guaranteed & Viable Curriculum
    - Development & Implementation of PK-12 Comprehensive Vocabulary Plan
    - Ongoing internal review of curriculum documents, standards alignment, accessibility, and development systems
    - Provided our MISD campus leaders with professional learning facilitated by a national presenter
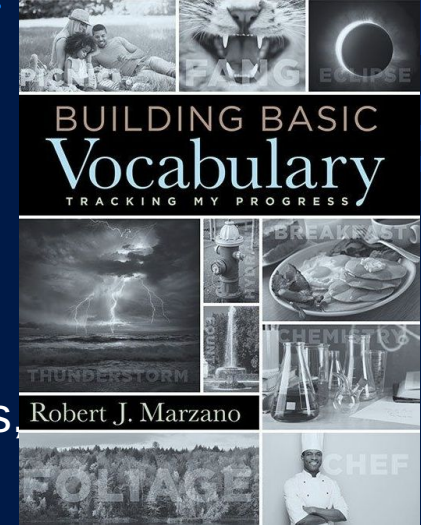
Department Priorities and Actions

Focus on Data-Driven Decision Making

- Initiated a district Professional Learning Community (PLC) design team with 30 representatives from all levels of the organization
- Created a district-wide PLC model to focus on data analysis and student achievement. We have already conducted 2 data meetings this year.
- Establishing common data sets and action plan templates to align practices and foster collaboration
- Began the design process of a district wide balanced assessment plan and curriculum refinement cycle
- Expanded NWEA Measure of Academic Progress (MAP) assessment model to selected high school freshman courses
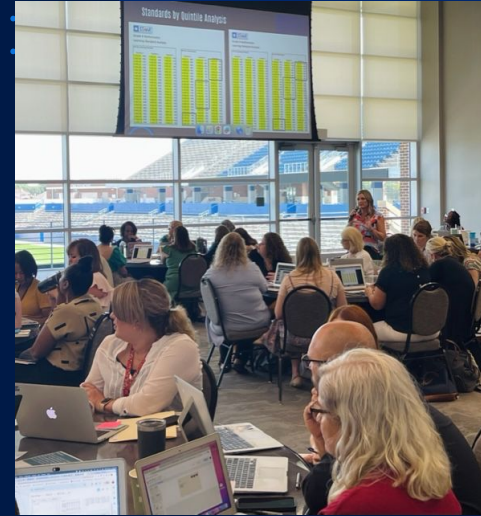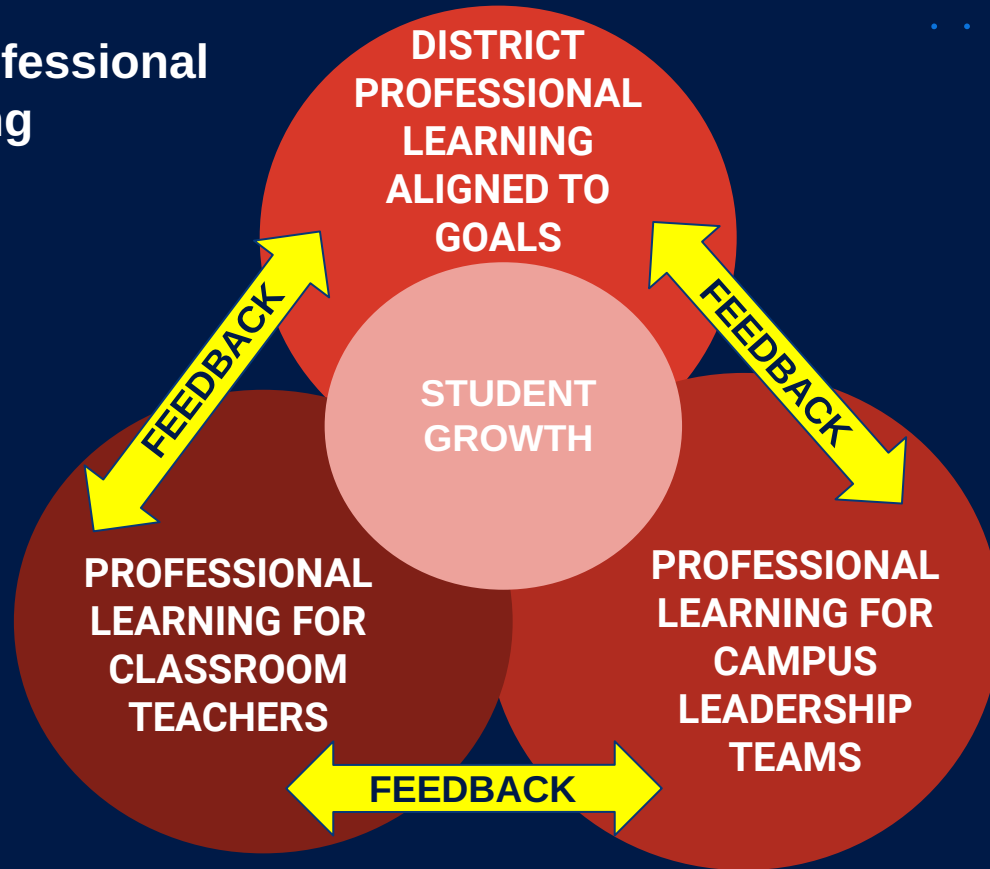
Department Priorities and Actions

Systematic Approach to Professional Learning

- Provided two district-wide professional learning days focused on strategies that support our district goals
- Teaching and supporting campuses through the HRS Level 3 Certification process
- Secured additional data analysis tools to support campuses navigate a complex accountability system
  - Lead4ward Accountability Connect, Axiom, OnDataSuite,
- Data Analysis layered into professional learning for instructional coaches
- Provided on-demand training to address specific campus requests

Department Priorities and Actions

Systematic Professional Learning

Department Priorities and Actions

WE WANT YOUR FEEDBACK

Feedback from Principal PLC #1

"There just wasn't enough time to really dig in and I understand that we will need to make plans to do that with our teams on campus"

"I would love to show, compare the data reports I make personally for my own campus and what we were provided."

"We do need campus specific data on TEKS so we can determine campus specific needs."

Adjustments Made

PLC #2 was structured to provide 90% of the time for campus collaboration.

Data reports were adjusted to support these needs for PLC#2 to analyze NWEA data. Additional data reports were provided to campuses after PLC#1 to meet these needs

Department Priorities and Actions

Feedback from September IC Meeting

"Hearing from coaches and seeing how they create/ use resources was especially helpful. I hope to have more opportunities to work directly with other coaches and have some work sessions based on hearing & learning from others."

"I really would benefit from a newbie data course that teaches how to pull all the Aware reports campuses and teams need to drive instruction."

Adjustments Made

Developed an optional differentiated AWARE (district data platform) to build capacity in campus data analysis tools specific for MISD ICs on Oct. 13th.

In addition, all future IC meetings will embed a component of data analysis tools professional learning.

Data analysis professional learning sessions were also offered during #misdIGNITE on Oct. 6th for all staff to attend.

Every Student, Every Day!

Emergent Bilingual Programs Annual Evaluation Highlights 2022-2023

Zabdi Gonzalez

McKINNEY ISD

ENGLISH LEARNER SUPPORT

Programs

McKinney ISD implemented one-way and two-way dual language and English as a second language (ESL) programs during the 2022-2023 school year to serve 3,368 emergent bilinguals by the end of the school year. Emergent bilinguals represented about 14% of the student population as of May 2023.

PROGRAM	PARTICIPATING EBS	CAMPUSES
One-way PK-5	29%	Burks, Finch, Lawson, Malvern, Slaughter, Vega, and Webb
Two-way PK-5	5%	Caldwell
ESL PK-5	23%	Lawson and All Elementary Campuses
ESL 6-12	41%	All Secondary Campuses
Parent Denials	2%	Districtwide

Academic Progress 3rd-5th
Dual Language Program Participants

Percent of EBs at Approaches or Above Grade Level

STAAR ENGLISH	21-22	22-23
Reading Language Arts	78%	80%
Mathematics	74%	71%
Science	53%	42%

STAAR SPANISH	21-22	22-23
Reading Language Arts	45%	45%
Mathematics	47%	43%
Science	30%	18%

Academic Progress 3rd-5th
ESL Program Participants

Percent of EBs at Approaches or Above Grade Level

STAAR	21-22	22-23
Reading Language Arts	72%	69%
Mathematics	67%	70%
Science	56%	57%

Academic Progress 6th-12th
ESL Program Participants

Percent of EBs at Approaches or Above Grade Level

GRADE	SUBJECTS ASSESSED
6	Math & RLA
7	Math & RLA
8	Math, RLA, Science, and SS
9-12	Alg I, Eng I/II, Biology, and US His.

STAAR/EOC	21-22	22-23
Reading Language Arts	53%	60%
Mathematics	64%	70%
Science	65%	79%
Social Studies	58%	58%

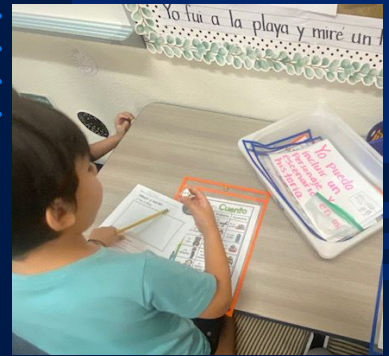# Continued Academic Progress After Reclassification

Emergent bilinguals who reclassify are monitored for two years to ensure continued academic progress as English Proficient students.

Percent of English Proficient Students at Approaches to Above Grade Level

STAAR/EOC	21-22	22-23
Reading Language Arts	97%	100%
Mathematics	94%	98%
Science	98%	96%
Social Studies	79%	95%

Department Priorities and Actions

- Offered ongoing, high-quality specialized professional learning opportunities for Pk-12 teachers to enhance their knowledge of language acquisition and effective instructional strategies for EBs.
- Developed curricula and included resources specifically designed for EBs.
- Facilitated communication and information among teachers and bilingual instructional coaches.
- Collected and analyzed data related to performance, participation, and program implementation to make informed decisions and monitor the effectiveness of support strategies.
- Regularly evaluated the effectiveness of EB support programs and initiatives to make necessary adjustments.

Every Student, Every Day!