Board Meeting
Wednesday, November 11, 2026 6:00 PM

Irion County HS Cafeteria
302 North 3rd Street
Mertzon, TX 76941

Agenda

1. Call to Order
   Speaker(s): Chad Koonce
2. Opening Ceremonies
   Speaker(s): Chad Koonce
3. Student and Faculty Recognitions
   Speaker(s): Dr. Jessica Parker, Coach John Morrow, Ben Martin, Reagan Calk
4. Public Comments
   Speaker(s): Chad Koonce
5. Construction Update
   Speaker(s): Gallagher Construction
6. Consent Agenda
   Speaker(s): Chad Koonce
7. Administration Reports
   Speaker(s): Dr. Jessica Parker, Dr. Michael Heath, John Morrow, Ben Martin
8. Action Items
   Speaker(s): Dr. Michael Heath, Auditors.
9. Executive Session
   Speaker(s): Chad Koonce
10. Return to Open Session
    Speaker(s): Chad Koonce
11. Adjournment

IRION COUNTY I.S.D.
Regular Board Meeting
Wednesday October 14, 2026

--MEETING CALLED TO ORDER by Chad Koonce at 6:01 P.M.

--Members present: Maegin Carlile, Chad Koonce, Jayton Lindley, Taylor Douglas, DJ Rainey and Ricky Rey.

--Absent: Tony Martinez

--Staff present: Dr. Michael Heath, Jessica Parker, John Morrow, Kandra Lakey, LaShonda Neal, and Alexis Jackson.

--OPEN CEREMONIES

--STUDENT/STAFF RECONGINTION: Elementary student was Nyomi Duke, and secondary student was Dominic Bailey, Staff was Mrs. Green.

--OPEN FORUM: NONE

--ADMINISTRATIVE REPORTS: Dr. Parker gave her academic updates, Mr. Morrow gave updates on the athletic department, Ms. Lakey gave her update on the finances, and Dr. Heath gave update on the band program.

--CONSTRUCTION UPDATES: Chad Hines gave updates on the Elem. And Library.

--DISCUSS/APPROVE: Consent Agenda- need to fix Koonce's name on the Sept. 29th special minutes.

--MOTION: to approve made by Ricky Rey and seconded by Taylor Douglas, all in favor Chad Koonce, Jayton Lindley, DJ Rainey, and Maegin Carlile. Absent: Tony Martinez (6/0)

--DISCUSS/APPROVE: ESL Program Evaluation- presented by Mrs. Jackson

--MOTION: to approve made by Jayton Lindely and seconded by Maegin Carlile, all in favor Chad Koonce, DJ Rainey, Ricky Rey, Taylor Douglas. Absent: Tony Martinez (6/0)

--DISCUSS/APPROVE: Fletco to handle the renovation of the 1909 building.

--MOTION: to approve made by Ricky Rey and seconded by Taylor Douglas, all in favor Chad Koonce, Maegin Carlile, Jayton Lindley, and DJ Rainey. Absent: Tony Martinez. (6/0)

IRION COUNTY I.S.D.
Regular Board Meeting
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--Entered Executive Session (Govt. Code 551.071 and 551.074)- NONE

-Government code section 551, Subchapters D and E.

--Deliberate appointment, employment, evaluation, reassignment, duties or discipline of contract and/or at-will employees.

--ACTION ITEMS FROM CLOSED: None

--Adjournment: 7:03 P.M. motion made by DJ Rainey and seconded by Maegin Carlile, all in favor Chad Koonce, Ricky Rey, Taylor Douglas and Jayton Lindley. Absent: Tony Martinez. (6/0)

Check Nbr	Check Date	Credit Memo	Vend Nbr	Payee	Fnd-Fnc-Obj.So-Org-Prog	Typ Cd	Reason	Amount	EFT
028804	10-01-2026		02733	AMAZON CAPITAL SER	199-11-6399.00-101-711000	C	elem supplies-printer ink	528.89	N
					199-36-6399.05-001-799000		supplies	220.64	
							Check 028804 Total:	**749.53**	
028805	10-01-2026		02760	Anthony Baumann	199-36-6121.00-001-799000	C	CHAIN GANG- 2 games	100.00	N
	10-01-2026	0000743851	02760	Anthony Baumann	199-36-6121.00-001-799000	M	duplicate	-50.00	
							Check 028805 Total:	**50.00**	
028806	10-01-2026		10966	BSN	199-36-6399.23-001-791000	C	shipping charges from FB	80.67	N
028808	10-01-2026		12025	EDUCATION SERVICE	199-41-6239.00-701-799000	C	CONTRACT SVCS-BANK	550.00	N
028809	10-01-2026		00511	EWELL EDUCATIONAL	199-36-6499.02-001-799000	C	AG CONTEST FEES	365.00	N
028810	10-01-2026		12430	GANDY'S DAIRIES, INC.	240-35-6341.01-999-799000	C	PO Created by Req: 543910	1,923.65	N
028811	10-01-2026		03187	HERNANDEZ JULIAN	199-36-6121.00-001-799000	C	CHAIN GANG- 2 games	100.00	N
028812	10-01-2026		03186	HUDL, INC	199-36-6399.99-001-799000	C	ATHLETICS	7,199.00	N
028813	10-01-2026		02936	JOHNATHAN DAVIS	199-36-6121.00-001-799000	C	CHAIN GANG	50.00	N
028814	10-01-2026		01579	LABATT FOOD SERVIC	240-35-6341.00-999-799000	C	PO Created by Req: 543911	5,513.05	N
					240-35-6342.00-999-799000		PO Created by Req: 543911	256.01	
							Check 028814 Total:	**5,769.06**	
028815	10-01-2026		14050	MAYFIELD PAPER CO.	240-35-6342.00-999-799000	C	PO Created by Req: 543909	396.84	N
028817	10-01-2026		14176	MENARD SPECIAL ED	199-93-6492.00-999-723000	C	Member district contribution	41,636.68	N
028818	10-01-2026		02782	NAVITAS CREDIT COR	199-51-6256.00-999-799000	C	phone system	1,242.03	N
028819	10-01-2026		02708	POWERNET	199-36-6499.00-001-791000	C	internet	64.97	N
028820	10-01-2026		02351	RANDY COUNCILMAN	199-36-6121.00-001-799000	C	CHAIN GANG- 2 games	100.00	N
028821	10-01-2026		15031	SAN-TEX SERVICES	199-51-6249.01-999-799000	C	FILTERS	1,750.00	N
028822	10-01-2026		01253	TTCA	199-36-6411.21-001-791000	C	tennis membership & training	625.00	N
028823	10-01-2026		16458	TUNE IN	199-36-6399.04-101-799000	C	artsmart UIL	69.95	N
028824	10-09-2026		10242	AIR TECH	199-51-6249.00-999-799000	C	AC repairs ag shop	246.50	N
028825	10-09-2026		02733	AMAZON CAPITAL SER	199-11-6399.00-001-711000	C	jr. high cheer	94.95	N
028826	10-09-2026		10327	ANGELO ARCHIVES &	199-41-6249.00-720-799000	C	legal letter storage	184.75	N
028827	10-09-2026		10966	BSN	199-36-6399.22-001-791000	C	Girls Bball	2,335.38	N

Check Nbr	Check Date	Credit Memo	Vend Nbr	Payee	Fnd-Fnc-Obj.So-Org-Prog	Typ Cd	Reason	Amount	EFT
028828	10-09-2026		03188	CARPET TECH	199-51-6249.01-999-799000	C	CARPET CLEANING	3,234.49	N
028829	10-09-2026		11380	CITY OF MERTZON	199-51-6255.00-999-799000	C	water & sewer	4,800.13	N
028830	10-09-2026		01655	KENDRICK OIL COMPA	199-34-6311.00-999-799000	C	fuel	3,228.67	N
					199-36-6311.00-999-799000		fuel	3,394.80	
					199-51-6311.00-999-799000		fuel	243.00	
							Check 028830 Total:	**6,866.47**	
028831	10-09-2026		03189	KORNEY BOARD AIDS	199-36-6399.21-001-791000	C	Boys bball supplies	1,435.64	N
028832	10-09-2026		02662	LONE STAR CONTRAC	199-51-6249.00-999-799000	C	Clean floor drains	840.00	N
028833	10-09-2026		02399	MASKED RIDER PUBLI	199-41-6491.00-750-799000	C	news paper posting	610.00	N
028834	10-09-2026		14050	MAYFIELD PAPER CO.	199-51-6319.33-999-799000	C	custodial supplies	1,101.94	N
028835	10-09-2026		02302	ORKIN PEST CONTROL	240-35-6499.00-999-799000	C	pest control @ sprouls	152.63	N
028836	10-09-2026		02296	RMA TOLL PROCESSIN	199-41-6411.00-701-799000	C	Supt. Travel	9.96	N
028837	10-09-2026		00675	ROBERTS TRUCK CEN	199-36-6319.10-999-799000	C	Bus # 5	2,018.88	N
028838	10-09-2026		02935	SUNSET CHIROPRACTI	199-34-6219.00-999-799000	C	DOT Physicals	180.00	N
028839	10-09-2026		00892	WINK-LOVING ISD	199-36-6499.03-001-799000	C	Wink Festival	300.00	N
028840	10-15-2026		03071	A+ FABRICATION	240-35-6499.00-999-799000	C	cafe. cooler	1,339.05	N
028841	10-15-2026		00945	AIRGAS USA, LLC	199-11-6399.02-001-722000	C	cylinder rental	85.00	N
028842	10-15-2026		02733	AMAZON CAPITAL SER	199-11-6399.03-001-711000	C	supplies	92.95	N
					199-12-6329.01-999-799000		supplies	106.47	
							Check 028842 Total:	**199.42**	
028843	10-15-2026		02942	ANTHONY MECHANICA	199-51-6249.02-999-799000	C	Hornet gym AC maintenance	1,307.00	N
028844	10-15-2026		10966	BSN	199-36-6399.22-001-791000	C	girls BBall	53.54	N
028845	10-15-2026		01355	EICHELBAUM WARDEL	199-41-6211.00-701-799000	C	retainer fee	1,875.00	N
028846	10-15-2026		01923	FRONTIER	199-51-6256.00-999-799000	C	phone for elevator	145.46	N
028847	10-15-2026		02697	GRANITE TELECOMMU	199-51-6256.00-999-799000	C	phone system	7.72	N
028848	10-15-2026		02052	HCTRA - VIOLATIONS	199-41-6411.00-701-799000	C	Superintendent travel	18.16	N
028849	10-15-2026		13232	INTERQUEST DETECTI	199-52-6499.01-999-799000	C	1/2 day contraband	350.00	N

Check Nbr	Check Date	Credit Memo	Vend Nbr	Payee	Fnd-Fnc-Obj.So-Org-Prog	Typ Cd	Reason	Amount	EFT
028850	10-15-2026		01747	MID-AMERICAN RESEA	199-51-6319.33-999-799000	C	CUSTODIAL SUPPLIES	533.30	N
028852	10-15-2026		02825	SPECTRUM VOIP	199-51-6256.00-999-799000	C	phone system	16.30	N
028853	10-15-2026		01633	Texas Disposal Systems,	199-51-6259.00-999-799000	C	trash service	979.29	N
028854	10-15-2026		01616	Total Office Solution	199-11-6399.19-001-711000	C	paper for HS & Elem.	359.94	N
					199-11-6399.19-101-711000		paper for HS & Elem.	359.94	
							Check 028854 Total:	**719.88**	
028855	10-23-2026		10270	ALERT SERVICES	199-36-6399.09-001-791000	C	trainer supplies	100.00	N
028856	10-23-2026		02733	AMAZON CAPITAL SER	240-35-6499.00-999-799000	C	ink for cafeteria	372.89	N
028857	10-23-2026		10966	BSN	199-36-6399.23-001-791000	C	Coach shirts	88.63	N
028858	10-23-2026		02212	DREAM MAKER PROD	199-36-6399.21-001-791000	C	basketball supplies	242.91	N
028859	10-23-2026		03056	FIRST FINANCIAL BAN	199-51-6257.00-999-799000	C	IDEAL IMPACT PYMT PLAN	13,262.88	N
028860	10-23-2026		14050	MAYFIELD PAPER CO.	199-51-6319.33-999-799000	C	custodial supplies	2,360.91	N
028861	10-23-2026		03076	NOCTI	199-11-6399.00-001-711000	C	online test/study guides	198.00	N
028862	10-23-2026		02302	ORKIN PEST CONTROL	199-51-6249.31-999-799000	C	Termites @ Sprouls	475.00	N
028863	10-23-2026		02335	PITNEY BOWES	199-41-6399.11-750-799000	C	postage and rental fee	351.58	N
028865	10-23-2026		01225	STARFALL EDUCATION	199-11-6329.00-101-711000	C	classroom membership	195.00	N
028866	10-23-2026		02182	TXU energy	199-51-6257.00-999-799000	C	electric bill	2,243.06	N
028867	10-23-2026		00981	UIL - DRAMA DEPARTM	199-36-6412.40-001-799000	C	state band 2024-2025	900.00	N
028868	10-23-2026		16900	WTX SUPPLY CO.	199-51-6319.33-999-799000	C	custodial supplies	459.65	N
028869	10-29-2026		02457	AREA II FFA	199-36-6499.02-001-799000	C	26-27 FALL MEMBERSHIP FE	366.00	N
028870	10-29-2026		02458	CONCHO FFA DISTRIC	199-36-6499.02-001-799000	C	26-27 FALL MEMBERSHIP FE	180.00	N
028871	10-29-2026		12025	EDUCATION SERVICE	199-41-6239.00-701-799000	C	CONTRACT SVCS-BANK	550.00	N
028872	10-29-2026		01355	EICHELBAUM WARDEL	199-41-6211.00-701-799000	C	retainer fee	1,875.00	N
028873	10-29-2026		00511	EWELL EDUCATIONAL	199-36-6499.02-001-799000	C	FFA FALL CONTEST/SCAN S	629.00	N
028874	10-29-2026		02112	JONATHAN DERK ALVI	199-11-6399.03-001-711000	C	Marching Band Drill	2,500.00	N

Check Nbr	Check Date	Credit Memo	Vend Nbr	Payee	Fnd-Fnc-Obj.So-Org-Prog	Typ Cd	Reason	Amount	EFT
028875	10-29-2026		02399	MASKED RIDER PUBLI	199-41-6491.00-750-799000	C	Construction notice	130.00	N
028876	10-29-2026		02782	NAVITAS CREDIT COR	199-51-6256.00-999-799000	C	phone system	1,242.03	N
028878	10-29-2026		00438	TARPLEY MUSIC COM	199-11-6249.03-001-711000	C	Instrument repairs	1,073.95	N
028879	10-29-2026		00595	TASB, INC.	199-53-6399.40-999-799000	C	Boardbook	2,000.00	N
028880	10-29-2026		00238	TASBO	199-41-6411.00-750-799000	C	2027 TASBO ENGAGE CONF	520.00	N
028881	10-29-2026		02183	Texas FFA Association	199-36-6499.02-001-799000	C	26-27 FALL MEMBERSHIP FE	875.57	N
028882	10-29-2026		02332	VISA-ACTIVITY	199-36-6412.14-999-799000	C	closing date 10/11/26	70.00	N
028883	10-29-2026		02331	VISA-ADMIN	199-11-6499.00-001-711000	C	closing date 10/11/26	118.87	N
					199-36-6319.10-999-799000		closing date 10/11/26	91.00	
					199-36-6412.14-999-799000		closing date 10/11/26	76.44	
					199-36-6412.23-001-791000		closing date 10/11/26	174.92	
					199-36-6499.00-001-791000		closing date 10/11/26	59.00	
					199-41-6311.00-701-799000		closing date 10/11/26	429.42	
					199-41-6399.00-702-799000		closing date 10/11/26	53.28	
					199-41-6411.00-701-799000		closing date 10/11/26	941.44	
					199-41-6499.00-750-799000		closing date 10/11/26	214.79	
					240-35-6499.00-999-799000		closing date 10/11/26	108.76	
							Check 028883 Total:	**2,267.92**	
028884	10-29-2026		02343	VISA-ATHLETICS	199-36-6399.20-001-791000	C	closing date 10/11/26	183.29	N
					199-36-6412.20-001-791000		closing date 10/11/26	2,176.95	
					199-36-6412.23-001-791000		closing date 10/11/26	1,451.00	
					199-36-6495.00-001-791000		closing date 10/11/26	383.50	
							Check 028884 Total:	**4,194.74**	
028885	10-29-2026		02347	VISA-BAND	199-11-6399.03-001-711000	C	closing date 10/11/26	202.82	N
					199-36-6412.03-001-799000		closing date 10/11/26	206.66	
							Check 028885 Total:	**409.48**	
028886	10-29-2026		02342	VISA-MAINTENACE	199-36-6319.10-999-799000	C	closing date 10/11/26	511.98	N
					199-51-6319.30-999-799000		closing date 10/11/26	187.69	
					199-51-6319.32-999-799000		closing date 10/11/26	99.84	
							Check 028886 Total:	**799.51**	
028887	10-29-2026		02345	VISA-SECONDARY	199-31-6399.00-101-799000	C	closing date 10/11/26	400.00	N
					199-36-6412.03-001-799000		closing date 10/11/26	380.00	
					199-36-6412.14-999-799000		closing date 10/11/26	271.93	
					199-36-6412.20-001-791000		closing date 10/11/26	405.40	
					199-36-6412.24-001-791000		closing date 10/11/26	170.38	
							Check 028887 Total:	**1,627.71**	
028888	10-30-2026		02346	VISA-ELEMENTARY	199-11-6329.00-101-711000	C	closing date 11/11/2026	673.20	N
					199-11-6399.05-001-711000		closing date 11/11/2026	353.45	
					199-11-6499.00-101-711000		closing date 11/11/2026	118.87	
							Check 028888 Total:	**1,145.52**	

Check Nbr	Check Date	Credit Memo	Vend Nbr	Payee	Fnd-Fnc-Obj.So-Org-Prog	Typ Cd	Reason	Amount	EFT
100126	10-01-2026		16131	TASB RMF	199-34-6429.00-999-799000	D	AUTO LIABILITY	4,838.00	N
					199-36-6429.00-999-799000		AUTO COLLISION	2,738.00	
					199-36-6429.00-999-799000		AUTO COMPREHENSIVE	6,073.00	
					199-41-6145.00-750-799000		UNEMPLOYMENT COMPENS	2,000.00	
					199-41-6429.00-701-799000		SCHOOL LIABILITY INSURAN	5,320.00	
					199-51-6429.01-999-799000		PROPERTY INSURANCE	142,213.00	
					199-53-6429.00-999-799000		DATA BREACH/PRIVACY LIA	5,500.00	
							Check 100126 Total:	**168,682.00**	
101426	10-14-2026		15946	TEXAS EDUCATION AG	199-91-6224.00-999-799000	D	FINAL RECAP PMT 25-26	234,841.00	N
							Grand Totals:	**541,993.16**	

End of Report

*** indicates voided checks**

Fund 199 / 7 GENERAL OPERATING | **As of September**

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
5000 - R E C E I P T S					
5700 - REVENUE-LOCAL & INTERMED					
5710 - LOCAL REAL-PROPERTY TAXES	10,645,500.00	-4,503.43	-4,503.43	10,640,996.57	.04%
5730 - TUITION & FEES FROM PATRONS	20,000.00	-200.00	-200.00	19,800.00	1.00%
5740 - OTHER REV FROM LOCAL SOURCES	765,000.00	-22,955.20	-22,955.20	742,044.80	3.00%
5750 - ENTERPRISING ACTIVITIES	20,000.00	-1,926.00	-1,926.00	18,074.00	9.63%
Total REVENUE-LOCAL & INTERMED	**11,450,500.00**	**-29,584.63**	**-29,584.63**	**11,420,915.37**	**.26%**
5800 - STATE PROGRAM REVENUES					
5810 - PER CAPITA-FOUNDATION REV	181,151.00	-15,896.00	-15,896.00	165,255.00	8.77%
5820 - STATE REV DISTRIBUTED BY TEA	91,000.00	.00	.00	91,000.00	.00%
5830 - STATE REVENUE(OTHER THAN TEA)	315,501.00	-26,184.86	-26,184.86	289,316.14	8.30%
Total STATE PROGRAM REVENUES	**587,652.00**	**-42,080.86**	**-42,080.86**	**545,571.14**	**7.16%**
7000 - OTHER RESOURCES ACCOUNTS					
7900 - OTHER RESOURCES					
7940 - OBJECT GROUP DESCRIPTION	100,000.00	.00	.00	100,000.00	.00%
Total OTHER RESOURCES	**100,000.00**	**.00**	**.00**	**100,000.00**	**.00%**
Total Revenue Local-State-Federal	**12,138,152.00**	**-71,665.49**	**-71,665.49**	**12,066,486.51**	**.59%**

	Budget	Encumbrance YTD	Expenditure YTD	Current Expenditure	Balance	Percent Expended
6000 - E X P E N D I T U R E S						
11 - INSTRUCTION						
6100 - PAYROLL COSTS	-3,194,224.00	.00	43,458.50	43,458.50	-3,150,765.50	1.36%
6200 - PURCHASE & CONTRACTED SVS	-30,510.00	.00	4,190.97	4,190.97	-26,319.03	13.74%
6300 - SUPPLIES AND MATERIALS	-123,563.00	.00	17,009.96	17,009.96	-106,553.04	13.77%
6400 - OTHER OPERATING EXPENSES	-93,314.00	.00	41,889.42	41,889.42	-51,424.58	44.89%
6600 - CPTL OUTLY LAND BLDG & EQUIP	-1,000.00	.00	.00	.00	-1,000.00	-.00%
Total Function11 INSTRUCTION	**-3,442,611.00**	**.00**	**106,548.85**	**106,548.85**	**-3,336,062.15**	**3.10%**
12 - INSTR RESOURCES & MEDIA SERV.						
6100 - PAYROLL COSTS	-46,760.00	.00	-59.69	-59.69	-46,819.69	.13%
6200 - PURCHASE & CONTRACTED SVS	-3,887.00	.00	89.03	89.03	-3,797.97	2.29%
6300 - SUPPLIES AND MATERIALS	-4,800.00	.00	5.00	5.00	-4,795.00	.10%
Total Function12 INSTR RESOURCES & MEDIA	**-55,447.00**	**.00**	**34.34**	**34.34**	**-55,412.66**	**.06%**
13 - CURRIC & INSTR STAFF DEVELOP.						
6200 - PURCHASE & CONTRACTED SVS	-11,153.00	.00	.00	.00	-11,153.00	-.00%
Total Function13 CURRIC & INSTR STAFF	**-11,153.00**	**.00**	**.00**	**.00**	**-11,153.00**	**-.00%**
23 - SCHOOL LEADERSHIP						
6100 - PAYROLL COSTS	-342,415.00	.00	28,087.89	28,087.89	-314,327.11	8.20%
6300 - SUPPLIES AND MATERIALS	-1,300.00	.00	.00	.00	-1,300.00	-.00%
6400 - OTHER OPERATING EXPENSES	-4,900.00	.00	250.00	250.00	-4,650.00	5.10%
6600 - CPTL OUTLY LAND BLDG & EQUIP	-600.00	.00	.00	.00	-600.00	-.00%
Total Function23 SCHOOL LEADERSHIP	**-349,215.00**	**.00**	**28,337.89**	**28,337.89**	**-320,877.11**	**8.11%**
31 - GUIDANCE AND COUNSELING SVS						
6100 - PAYROLL COSTS	-168,095.00	.00	4,074.29	4,074.29	-164,020.71	2.42%
6200 - PURCHASE & CONTRACTED SVS	-2,000.00	.00	.00	.00	-2,000.00	-.00%
6300 - SUPPLIES AND MATERIALS	-3,300.00	.00	.00	.00	-3,300.00	-.00%
6400 - OTHER OPERATING EXPENSES	-500.00	.00	.00	.00	-500.00	-.00%
Total Function31 GUIDANCE AND COUNSELING	**-173,895.00**	**.00**	**4,074.29**	**4,074.29**	**-169,820.71**	**2.34%**
33 - HEALTH SERVICES						
6100 - PAYROLL COSTS	-84,749.00	.00	-755.40	-755.40	-85,504.40	.89%
6300 - SUPPLIES AND MATERIALS	-1,000.00	.00	.00	.00	-1,000.00	-.00%
Total Function33 HEALTH SERVICES	**-85,749.00**	**.00**	**-755.40**	**-755.40**	**-86,504.40**	**.88%**
34 - PUPIL TRANSPORTATION-REGULAR						
6100 - PAYROLL COSTS	-7,829.00	.00	7,377.60	7,377.60	-451.40	94.23%
6200 - PURCHASE & CONTRACTED SVS	-8,000.00	.00	150.00	150.00	-7,850.00	1.88%
6300 - SUPPLIES AND MATERIALS	-29,000.00	.00	-1,609.81	-1,609.81	-30,609.81	5.55%
6400 - OTHER OPERATING EXPENSES	-11,138.00	.00	60.00	60.00	-11,078.00	.54%
Total Function34 PUPIL TRANSPORTATION-	**-55,967.00**	**.00**	**5,977.79**	**5,977.79**	**-49,989.21**	**10.68%**
36 - CO-CURRICULAR ACTIVITIES						
6100 - PAYROLL COSTS	-180,690.00	.00	8,503.96	8,503.96	-172,186.04	4.71%
6200 - PURCHASE & CONTRACTED SVS	-47,200.00	.00	12,646.00	12,646.00	-34,554.00	26.79%
6300 - SUPPLIES AND MATERIALS	-88,000.00	.00	17,068.19	17,068.19	-70,931.81	19.40%
6400 - OTHER OPERATING EXPENSES	-160,745.00	.00	37,588.12	37,588.12	-123,156.88	23.38%
6600 - CPTL OUTLY LAND BLDG & EQUIP	-4,000.00	.00	.00	.00	-4,000.00	-.00%
Total Function36 CO-CURRICULAR ACTIVITIES	**-480,635.00**	**.00**	**75,806.27**	**75,806.27**	**-404,828.73**	**15.77%**
41 - GENERAL ADMINISTRATION						
6100 - PAYROLL COSTS	-328,825.00	.00	27,046.87	27,046.87	-301,778.13	8.23%
6200 - PURCHASE & CONTRACTED SVS	-94,500.00	.00	7,613.37	7,613.37	-86,886.63	8.06%
6300 - SUPPLIES AND MATERIALS	-13,500.00	.00	804.51	804.51	-12,695.49	5.96%
6400 - OTHER OPERATING EXPENSES	-37,920.00	.00	.00	.00	-37,920.00	-.00%

	Budget	Encumbrance YTD	Expenditure YTD	Current Expenditure	Balance	Percent Expended
6000 - E X P E N D I T U R E S						
41 - GENERAL ADMINISTRATION						
6600 - CPTL OUTLY LAND BLDG & EQUIP	-1,000.00	.00	.00	.00	-1,000.00	-.00%
Total Function41 GENERAL ADMINISTRATION	**-475,745.00**	**.00**	**35,464.75**	**35,464.75**	**-440,280.25**	**7.45%**
51 - PLANT MAINTENANCE & OPERATION						
6100 - PAYROLL COSTS	-351,846.00	.00	32,092.99	32,092.99	-319,753.01	9.12%
6200 - PURCHASE & CONTRACTED SVS	-458,800.00	.00	33,849.25	33,849.25	-424,950.75	7.38%
6300 - SUPPLIES AND MATERIALS	-78,500.00	.00	5,775.24	5,775.24	-72,724.76	7.36%
6400 - OTHER OPERATING EXPENSES	-142,213.00	.00	.00	.00	-142,213.00	-.00%
Total Function51 PLANT MAINTENANCE &	**-1,031,359.00**	**.00**	**71,717.48**	**71,717.48**	**-959,641.52**	**6.95%**
52 - SECURITY & MONITORING SERVICES						
6100 - PAYROLL COSTS	-35,908.00	.00	34,077.16	34,077.16	-1,830.84	94.90%
6200 - PURCHASE & CONTRACTED SVS	-2,000.00	.00	.00	.00	-2,000.00	-.00%
6300 - SUPPLIES AND MATERIALS	-12,400.00	.00	.00	.00	-12,400.00	-.00%
6400 - OTHER OPERATING EXPENSES	-14,275.00	.00	.00	.00	-14,275.00	-.00%
Total Function52 SECURITY & MONITORING	**-64,583.00**	**.00**	**34,077.16**	**34,077.16**	**-30,505.84**	**52.76%**
53 - DATA PROCESSING SERVICES						
6100 - PAYROLL COSTS	-161,622.00	.00	5,217.94	5,217.94	-156,404.06	3.23%
6200 - PURCHASE & CONTRACTED SVS	-67,812.00	.00	.00	.00	-67,812.00	-.00%
6300 - SUPPLIES AND MATERIALS	-30,000.00	.00	7,521.09	7,521.09	-22,478.91	25.07%
6400 - OTHER OPERATING EXPENSES	-5,500.00	.00	.00	.00	-5,500.00	-.00%
Total Function53 DATA PROCESSING SERVICES	**-264,934.00**	**.00**	**12,739.03**	**12,739.03**	**-252,194.97**	**4.81%**
91 - ATTENDANCE CREDITS						
6200 - PURCHASE & CONTRACTED SVS	-5,415,200.00	.00	.00	.00	-5,415,200.00	-.00%
Total Function91 ATTENDANCE CREDITS	**-5,415,200.00**	**.00**	**.00**	**.00**	**-5,415,200.00**	**-.00%**
93 - PAYMENTS TO FISCAL AGENT						
6400 - OTHER OPERATING EXPENSES	-185,000.00	.00	41,636.68	41,636.68	-143,363.32	22.51%
Total Function93 PAYMENTS TO FISCAL AGENT	**-185,000.00**	**.00**	**41,636.68**	**41,636.68**	**-143,363.32**	**22.51%**
99 - APPRAISAL DISTRICT						
6200 - PURCHASE & CONTRACTED SVS	-250,000.00	.00	61,609.53	61,609.53	-188,390.47	24.64%
Total Function99 APPRAISAL DISTRICT	**-250,000.00**	**.00**	**61,609.53**	**61,609.53**	**-188,390.47**	**24.64%**
8000 - OTHER USES ACCOUNTS						
00 - REVENUE OR TRANSFER						
8900 - OTHER USES	-100,000.00	.00	.00	.00	-100,000.00	-.00%
Total Function00 REVENUE OR TRANSFER	**-100,000.00**	**.00**	**.00**	**.00**	**-100,000.00**	**-.00%**
Total Expenditures	**-12,441,493.00**	**.00**	**477,268.66**	**477,268.66**	**-11,964,224.34**	**3.84%**

Fund 240 / 7 CAFETERIA FUND | **As of September**

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
5000 - R E C E I P T S					
5700 - REVENUE-LOCAL & INTERMED					
5750 - ENTERPRISING ACTIVITIES	55,000.00	-2,690.30	-2,690.30	52,309.70	4.89%
Total REVENUE-LOCAL & INTERMED	**55,000.00**	**-2,690.30**	**-2,690.30**	**52,309.70**	**4.89%**
5800 - STATE PROGRAM REVENUES					
5820 - STATE REV DISTRIBUTED BY TEA	20,000.00	.00	.00	20,000.00	.00%
Total STATE PROGRAM REVENUES	**20,000.00**	**.00**	**.00**	**20,000.00**	**.00%**
5900 - FEDERAL PROGRAM REVENUES					
5920 - FEDERAL REV DIST BY TEA	95,000.00	-5,965.51	-5,965.51	89,034.49	6.28%
Total FEDERAL PROGRAM REVENUES	**95,000.00**	**-5,965.51**	**-5,965.51**	**89,034.49**	**6.28%**
7000 - OTHER RESOURCES ACCOUNTS					
7900 - OTHER RESOURCES					
7910 - TRANSFER IN	100,000.00	.00	.00	100,000.00	.00%
Total OTHER RESOURCES	**100,000.00**	**.00**	**.00**	**100,000.00**	**.00%**
Total Revenue Local-State-Federal	**270,000.00**	**-8,655.81**	**-8,655.81**	**261,344.19**	**3.21%**

Fund 240 / 7 CAFETERIA FUND **As of September**

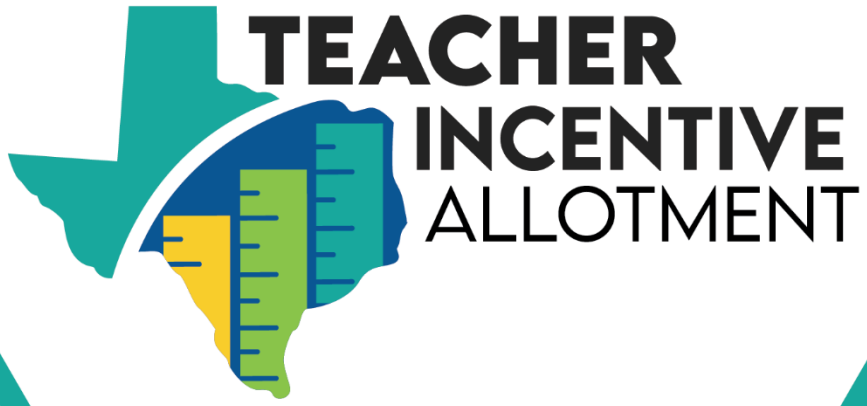
	Budget	Encumbrance YTD	Expenditure YTD	Current Expenditure	Balance	Percent Expended
6000 - E X P E N D I T U R E S						
35 - FOOD SERVICE						
6100 - PAYROLL COSTS	-164,345.00	.00	3,556.45	3,556.45	-160,788.55	2.16%
6200 - PURCHASE & CONTRACTED SVS	-3,500.00	.00	1,939.67	1,939.67	-1,560.33	55.42%
6300 - SUPPLIES AND MATERIALS	-89,610.00	.00	8,089.55	8,089.55	-81,520.45	9.03%
6400 - OTHER OPERATING EXPENSES	-12,545.00	.00	1,306.63	1,306.63	-11,238.37	10.42%
Total Function35 FOOD SERVICE	**-270,000.00**	**.00**	**14,892.30**	**14,892.30**	**-255,107.70**	**5.52%**
Total Expenditures	**-270,000.00**	**.00**	**14,892.30**	**14,892.30**	**-255,107.70**	**5.52%**

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
5000 - R E C E I P T S					
5700 - REVENUE-LOCAL & INTERMED					
5710 - LOCAL REAL-PROPERTY TAXES	4,016,000.00	-1,415.70	-1,415.70	4,014,584.30	.04%
5740 - OTHER REV FROM LOCAL SOURCES	.00	-4,227.22	-4,227.22	-4,227.22	.00%
5760 - OTHER REV FM LOCAL SOURCE	.00	.00	.00	.00	.00%
Total REVENUE-LOCAL & INTERMED	**4,016,000.00**	**-5,642.92**	**-5,642.92**	**4,010,357.08**	**.14%**
5800 - STATE PROGRAM REVENUES					
5820 - STATE REV DISTRIBUTED BY TEA	.00	.00	.00	.00	.00%
Total STATE PROGRAM REVENUES	**.00**	**.00**	**.00**	**.00**	**.00%**
Total Revenue Local-State-Federal	**4,016,000.00**	**-5,642.92**	**-5,642.92**	**4,010,357.08**	**.14%**

Fund 599 / 7 DEBT SERVICE **As of September**

	Budget	Encumbrance YTD	Expenditure YTD	Current Expenditure	Balance	Percent Expended
6000 - E X P E N D I T U R E S						
71 - DEBT SERVICE						
6500 - DEBT SERVICE	-4,016,000.00	.00	1,000.00	1,000.00	-4,015,000.00	.02%
Total Function71 DEBT SERVICE	**-4,016,000.00**	**.00**	**1,000.00**	**1,000.00**	**-4,015,000.00**	**.02%**
Total Expenditures	**-4,016,000.00**	**.00**	**1,000.00**	**1,000.00**	**-4,015,000.00**	**.02%**

IRION COUNTY ISD



TIA TEACHER BUY-IN SURVEY REPORT Fall 2026

For questions about the analysis and results,
contact TIA@ttu.edu.

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Executive Summary

This report contains results from analyses of district responses to the Teacher Incentive Allotment (TIA) Teacher Buy-In Survey administered before data capture and implementation of local designation systems.

Report Outline

The report is organized into nine main sections and one appendix. Each main section focuses on a different theme from the survey and helps districts understand their results in context.

To support meaningful interpretation and action, results are presented using multiple comparison lenses. Sections 1-3 compare district results with similar districts across the state and region, providing context for stakeholder perceptions and helping to identify system-level strengths and opportunities for growth. Sections 4-7 break down perceptions by instructional level (elementary, middle, and high school), enabling districts to understand how the local designation system is experienced across campuses and to target supports where they are most needed.

Comparison structure by section:

- Sections 1-3:
  1. Understanding of TIA
  2. Perceived Benefits
  3. Support for TIA

  District results are compared with:
  - The state overall
  - Peer districts (all districts in the state with the same rural or non-rural classification)
  - Districts in the same region

- Sections 4-7:
  4. Communication Quality
  5. Fairness of the System
  6. Accuracy of Designation
  7. Quality of Classroom Observations

  Results are compared with:
  - The state overall
  - Instructional level within the district, based on whether survey respondents primarily reported teaching at the elementary, middle, or high school level

- Section 8: Future Plans
  This section summarizes the respondents' intentions to remain in or leave their school district or the teaching profession, as well as expectations related to designations.

- Section 9: Next Steps and Resources
  This section includes suggestions for using the results and provides contact information for additional support.

- Appendix:
  Appendix (Section 10) includes the complete set of survey questions.

Survey Administration

The survey was administered online. First, a list of potential participant names and email addresses was submitted by IRION COUNTY ISD to Texas Tech University (TTU) by August 21, 2026. TTU then sent a link to the online survey (operated by Qualtrics ®) to all teachers in the district. Participation was voluntary, and participants gave their consent before beginning the survey. Results are masked to maintain confidentiality when samples or subsamples have fewer than 10 respondents.

TTU provided weekly aggregate updates to the school system, including the current response rates, to encourage a representative sample. On average, participants completed the survey in less than 15 minutes.

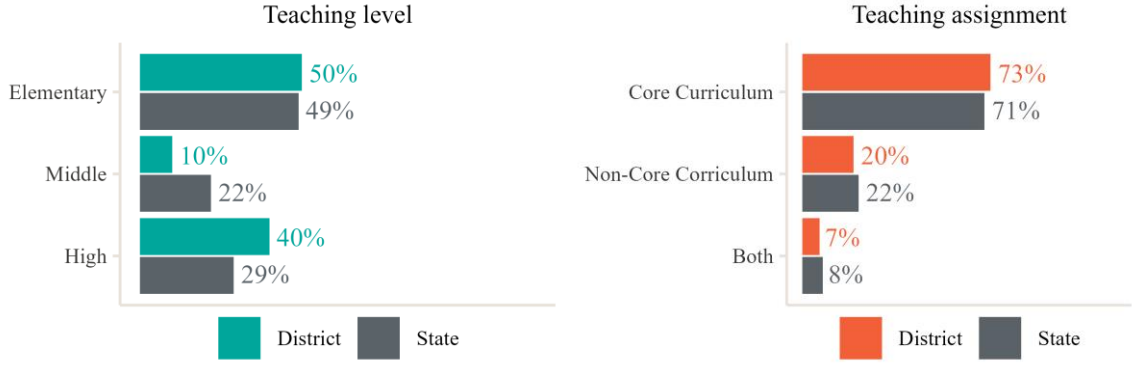
Response Rates

A total of 30 IRION COUNTY ISD teachers participated in this survey. This number represents a 88% response rate to the district survey, compared with an overall state response rate of 56%.

Response rates of 70% or higher are sufficient to interpret results with some confidence, although non-response rates should be taken into account. For rates from 40% to below 70%, and when sample sizes are small, results should be interpreted with caution. Rates below 40% should serve as a warning to district leaders to make efforts to improve participation in future surveys. At the lowest end, districts may need to gather more of their own data to determine their personnel's true beliefs about the local designation system.

Figure 1 provides a profile of those responding from IRION COUNTY ISD and the state based on instructional level groups (i.e., elementary, middle, high) and types of courses taught (i.e., core, non-core, both).

Figure 1.
Demographic profiles of survey participants



Section 1
Understanding of TIA

Results

Each survey item is displayed using two coordinated graphs to provide both comparison and context. For each item, the first graph (a) shows average agreement scores on the 1-5 response scale (Strongly Agree = 5; Strongly Disagree = 1), comparing the district overall with peer districts (districts with the same rural or nonrural classification), the region, and the state. The second graph (b) shows the percentage of respondents in the district who strongly or somewhat agreed with the statement, displayed overall and by teaching level.

Level of Overall Understanding: TIA Fund Use, Local Designation System, and its Effects

Figure 2 presents teacher responses to survey items related to the overall understanding of the TIA. Lower scores suggest areas where additional clarification or communication may be needed. Higher scores indicate a stronger understanding. Together, these graphs allow districts to understand both how they compare with other districts and how perceptions vary within their own district.

Figure 2.

[Fig. 2-1] I understand how the TIA funds will be spent according to our local designation system

Fig 2-1a

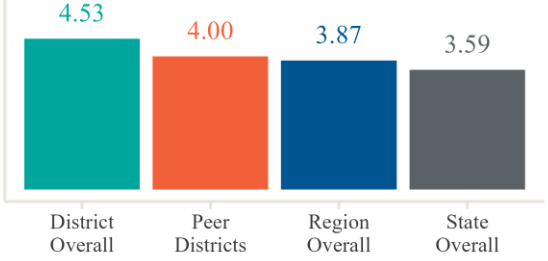


Fig 2-1b



[Fig. 2-2] I understand how my district's TIA local designation system designates teachers (Acknowledged, Recognized, Exemplary, and Master)

Fig 2-2a

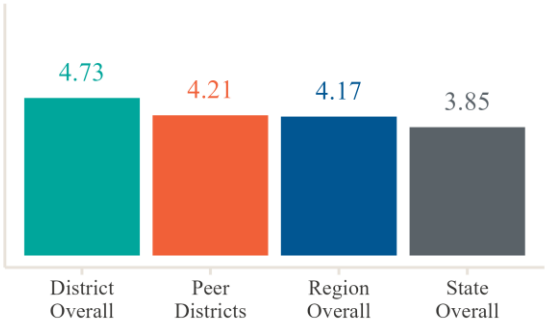


Fig 2-2b



[Fig. 2-3] I understand how my district's TIA local designation system will affect me

Fig 2-3a

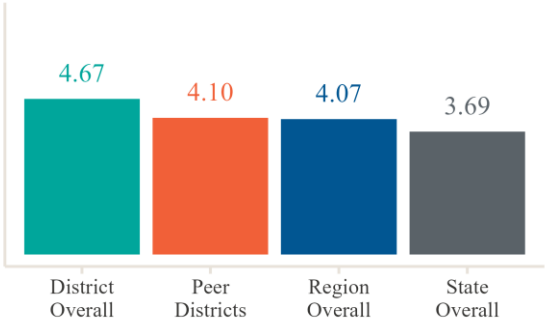
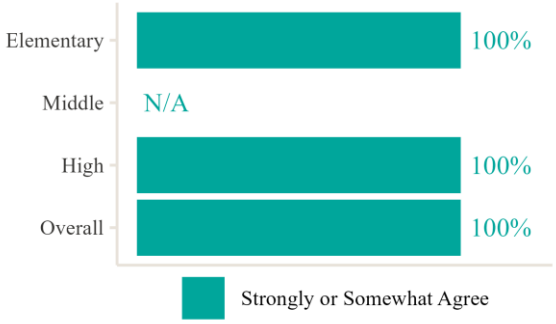


Fig 2-3b



Section 2

Perceived Benefits

Results

Each survey item is displayed using two coordinated graphs to provide both comparison and context. For each item, the first graph (a) shows average agreement scores on the 1-5 response scale (Strongly Agree = 5; Strongly Disagree = 1), comparing the district overall with peer districts (districts with the same rural or nonrural classification), the region, and the state. The second graph (b) shows the percentage of respondents in the district who strongly or somewhat agreed with the statement, displayed overall and by teaching level.

Whether TIA Helps with Recruitment and Retention and Provides Professional Benefits

Figure 3 presents teacher responses to survey items on the perceived benefits of TIA, both to the school system and personally. Lower scores suggest that the district may need to devote more effort to demonstrating the potential benefits of the TIA program or to improving aspects of its designation system. Higher scores indicate stronger agreement that the TIA program benefits recruitment, retention, and professional development. Together, these graphs allow districts to understand both how they compare with other districts and how perceptions vary within their own district.

Figure 3.

[Fig. 3-1] My district's TIA local designation system will help us recruit and/or retain highly effective teachers

Fig 3-1a

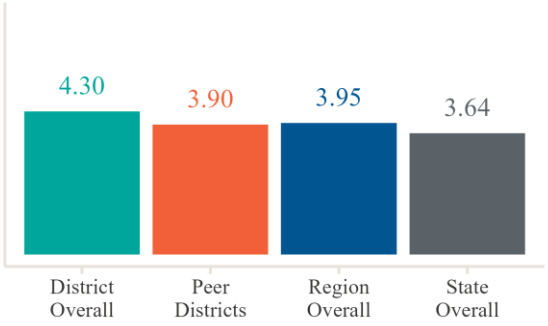
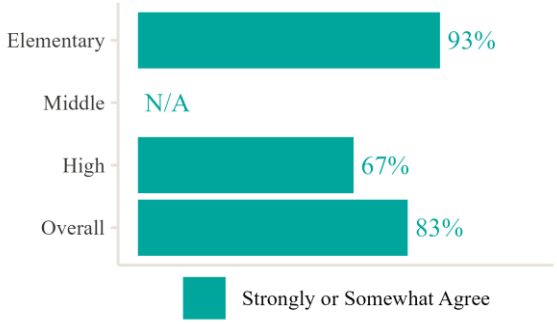


Fig 3-1b



[Fig. 3-2] I will benefit professionally from my district's participation in the TIA

Fig 3-2a

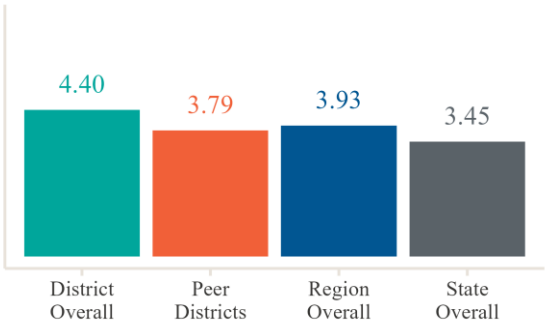
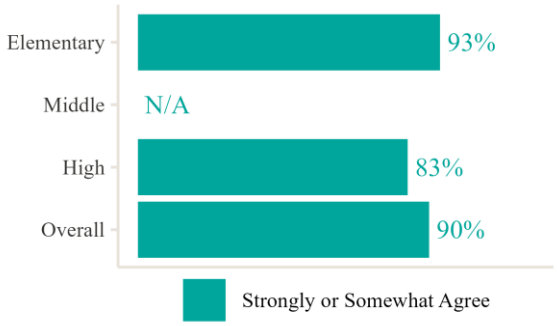


Fig 3-2b



Section 3

Support for TIA

Results

Each survey item is displayed using two coordinated graphs to provide both comparison and context. For each item, the first graph (a) shows average agreement scores on the 1-5 response scale (Strongly Agree = 5; Strongly Disagree = 1), comparing the district overall with peer districts (districts with the same rural or nonrural classification), the region, and the state overall. The second graph (b) shows the percentage of respondents in the district who strongly or somewhat agreed with the statement, displayed overall and by teaching level.

Level of Support for Linking Pay to Effectiveness and Student Growth

Figure 4 presents teacher responses to survey items related to the TIA plan. Lower scores suggest that the district may need to devote effort towards demonstrating the potential benefits of the TIA plan to its teachers. Higher scores reflect satisfaction with the notion that pay should be linked to performance. Together, these graphs allow districts to understand both how they compare with other districts and how perceptions vary within their own district.

Figure 4.

[Fig. 4-1] Teachers' pay should be tied to their classroom effectiveness

Fig 4-1a

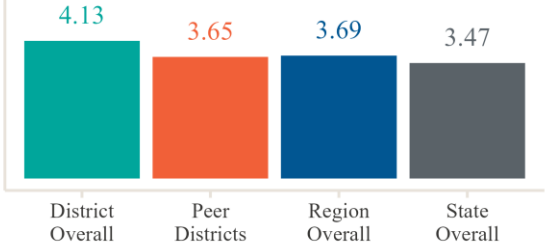
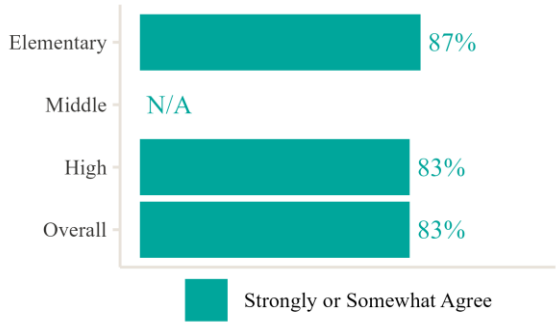


Fig 4-1b



[Fig. 4-2] Teachers' pay should be tied to their students' growth

Fig 4-2a

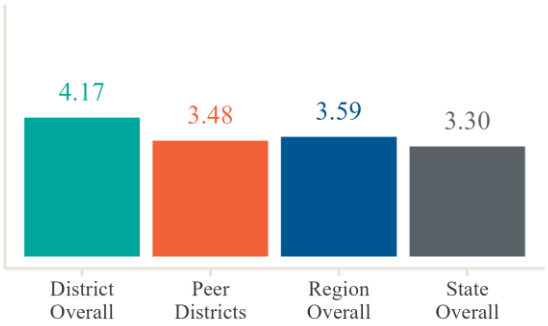
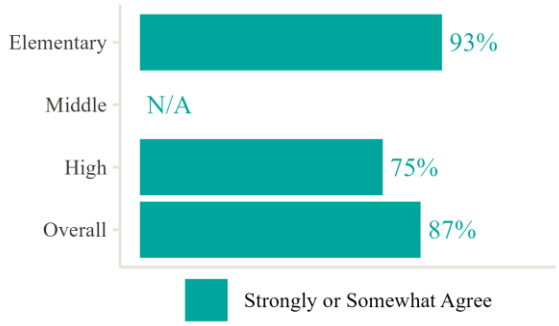


Fig 4-2b



Section 4
Communication Quality

Results

Each survey item is displayed using two coordinated graphs to provide both comparison and context. For each item, the first graph (a) shows average agreement scores on the 1-5 response scale (Strongly Agree = 5; Strongly Disagree = 1), comparing district-wide scores with those from the three major teaching levels for both the district and the state overall. The second graph (b) shows the percentage of respondents in the district who strongly or somewhat agreed with the statement, displayed overall and by teaching level.

Level of District Communication Quality and Opportunities for Stakeholder Feedback

Figure 5 presents teacher responses to survey items related to district communication and feedback. Lower scores suggest that more effort should be devoted to disseminating information about the district's local designation system and the TIA program. Higher scores reflect satisfaction with the district's efforts to communicate about the local designation system. Together, these graphs allow districts to understand both how they compare with other districts and how perceptions vary within their own district.

Figure 5.

[Fig. 5-1] The information my district has provided about its TIA local designation system was adequate

Fig 5-1a

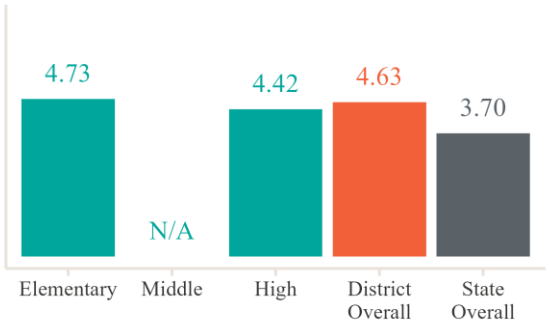


Fig 5-1b



[Fig. 5-2] My opportunities to provide feedback to my district about its TIA local designation system were adequate

Fig 5-2a

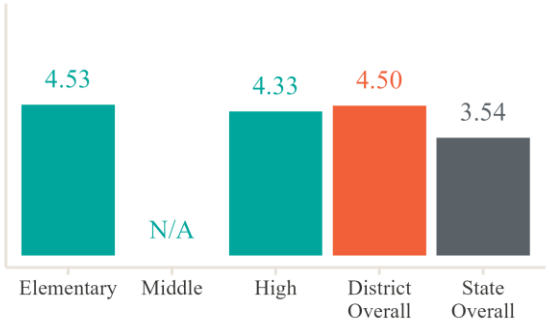
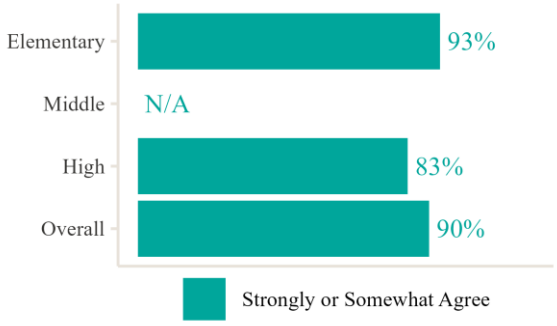


Fig 5-2b



Section 5

Fairness of the System

Results

Each survey item is displayed using two coordinated graphs to provide both comparison and context. For each item, the first graph (a) shows average agreement scores on the 1-5 response scale (Strongly Agree = 5; Strongly Disagree = 1), comparing district-wide scores with those from the three teaching levels for both the district and the state overall. The second graph (b) shows the percentage of respondents in the district who strongly or somewhat agreed with the statement, displayed overall and by teaching level.

Level of Perceptions of Fairness and Consistency of Evaluation

Figure 6 presents teacher responses to survey items measuring perceptions of fairness. Lower scores suggest respondents lack confidence in the district's measure of teaching performance. Higher scores reflect satisfaction with the district's evaluation system. Together, these graphs allow districts to understand both how they compare with other districts and how perceptions vary within their own district.

Figure 6.

[Fig. 6-1] Teachers are evaluated consistently across the district

Fig 6-1a

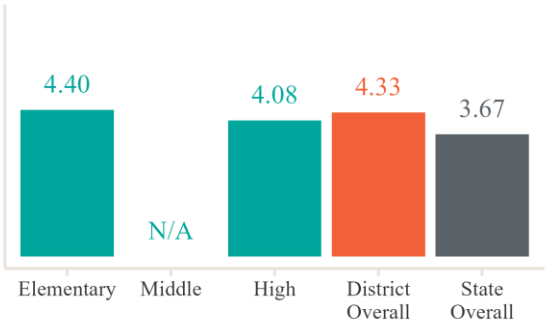
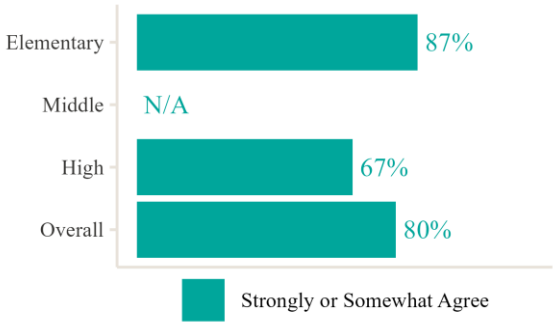


Fig 6-1b



[Fig. 6-2] My district's TIA local designation system is fair to all teachers in the district

Fig 6-2a

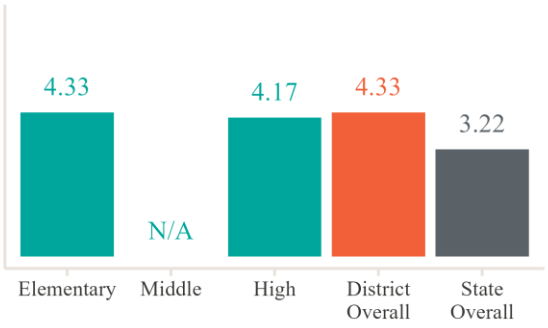
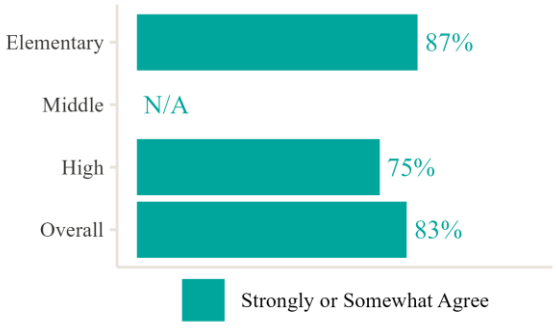


Fig 6-2b



[Fig. 6-3] Teachers are able to earn a designation regardless of campus, subject, or grade level

Fig 6-3a

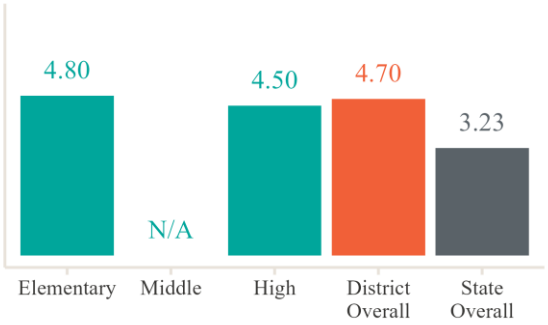
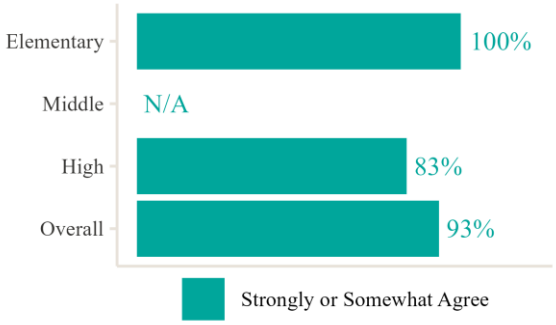


Fig 6-3b



Section 6
Accuracy of Designation

Results

Each survey item is displayed using two coordinated graphs to provide both comparison and context. For each item, the first graph (a) shows average agreement scores on the 1-5 response scale (Strongly Agree = 5; Strongly Disagree = 1), comparing district-wide scores with those from the three major teaching levels for both the district and the state overall. The second graph (b) shows the percentage of respondents in the district who strongly or somewhat agreed with the statement, displayed overall and by teaching level.

Level of Accuracy of Teaching Performance and Student Growth Measures

Figure 7 presents teacher responses to survey items related to the reliability and validity of the district's observation and student growth measures. Lower scores suggest that respondents lack confidence in the methods used to estimate either teaching performance or student growth. Higher scores reflect satisfaction with the teaching performance and student growth measures. Together, these graphs allow districts to understand both how they compare with other districts and how perceptions vary within their own district.

Figure 7.

[Fig. 7-1] The designations for teachers will be based on an accurate measure of classroom teaching performance

Fig 7-1a

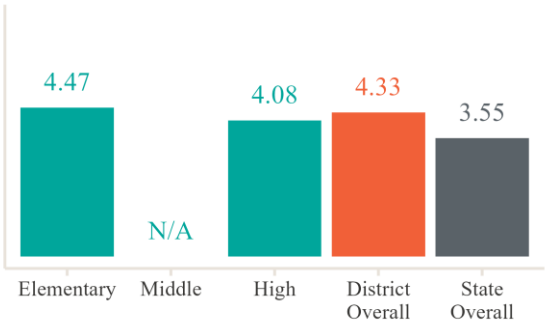
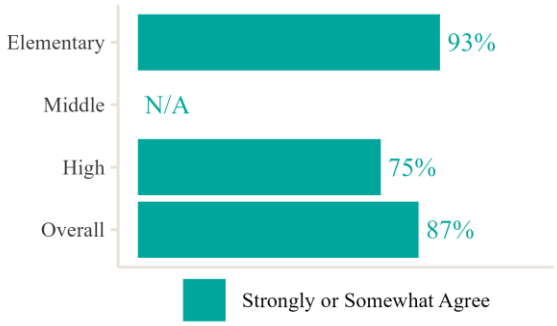


Fig 7-1b



[Fig. 7-2] The designations for teachers will be based on an accurate measure of student growth

Fig 7-2a

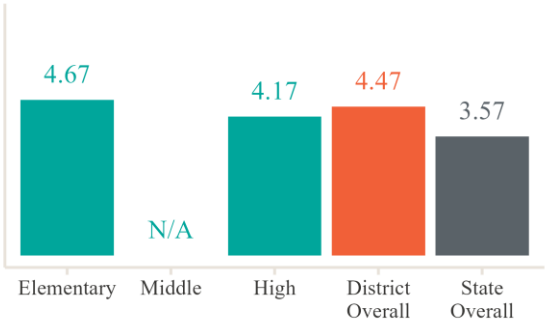
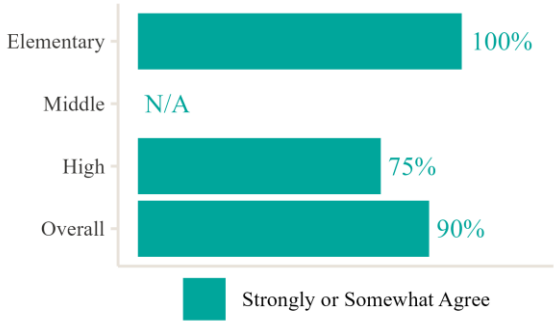


Fig 7-2b



Section 7

Quality of Classroom Observations

Section 7 has four questions. The first question asks for an estimate of the approximate frequency with which appraisals were impartial. The second question asks about the number of classroom observations conducted from the perspectives of teachers. The third question asks about the accuracy of the scores for the most recent observation. The final question asks about the quality of feedback.

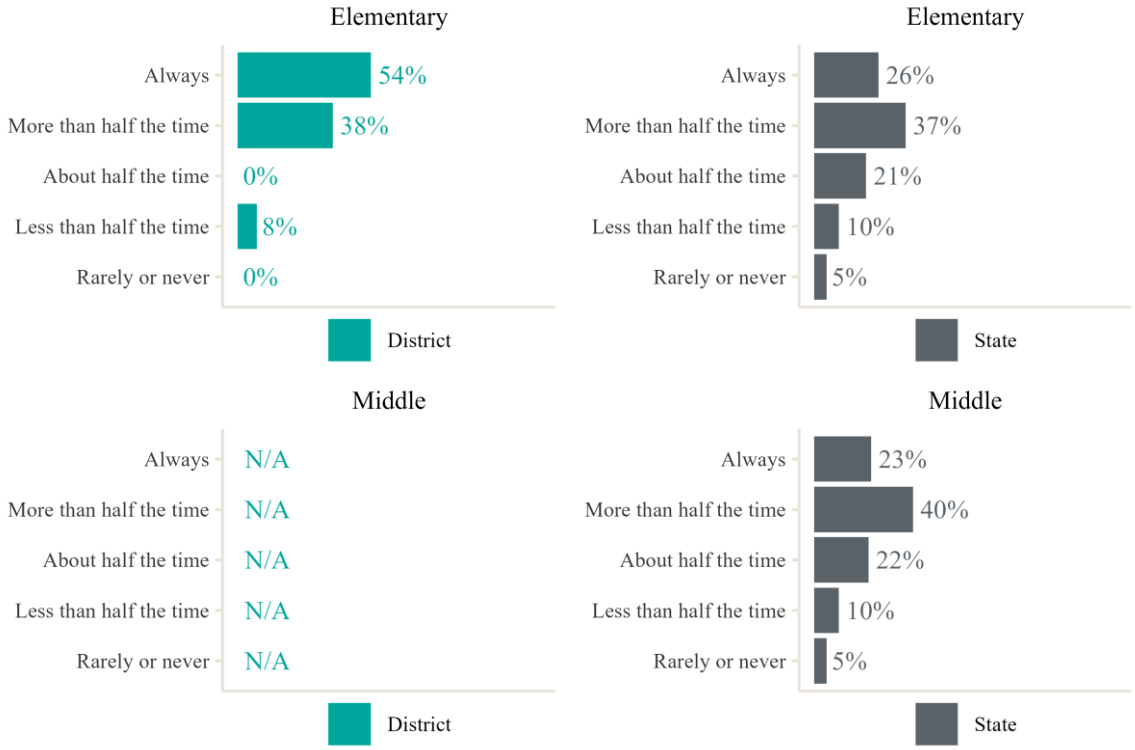
Results

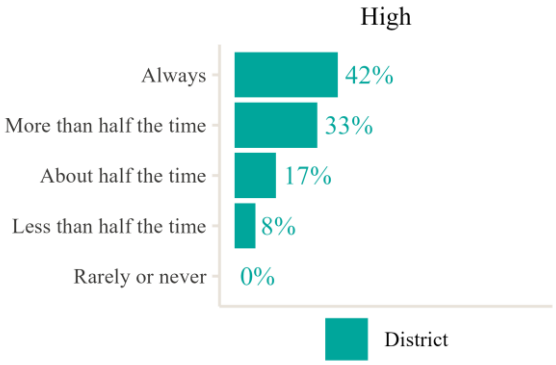
Impartiality

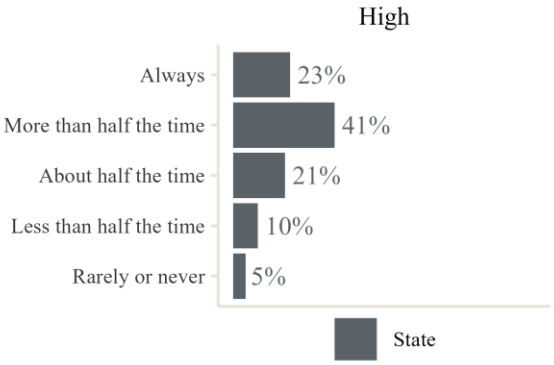
Figure 8 presents teacher responses to the survey question on appraisers' impartiality. The graphs show the frequency breakdown of teacher responses by teaching level for both the district and the state overall. From these displays, districts can see clearly the extent to which respondents trust appraisers' impartiality. Together, these graphs allow districts to understand both how they compare with other districts and how perceptions vary within their own district.

Figure 8

Teacher appraisers make impartial judgments during classroom observations




High
Always
More than half the time
About half the time
Less than half the time
Rarely or never
42%
33%
17%
8%
0%
District

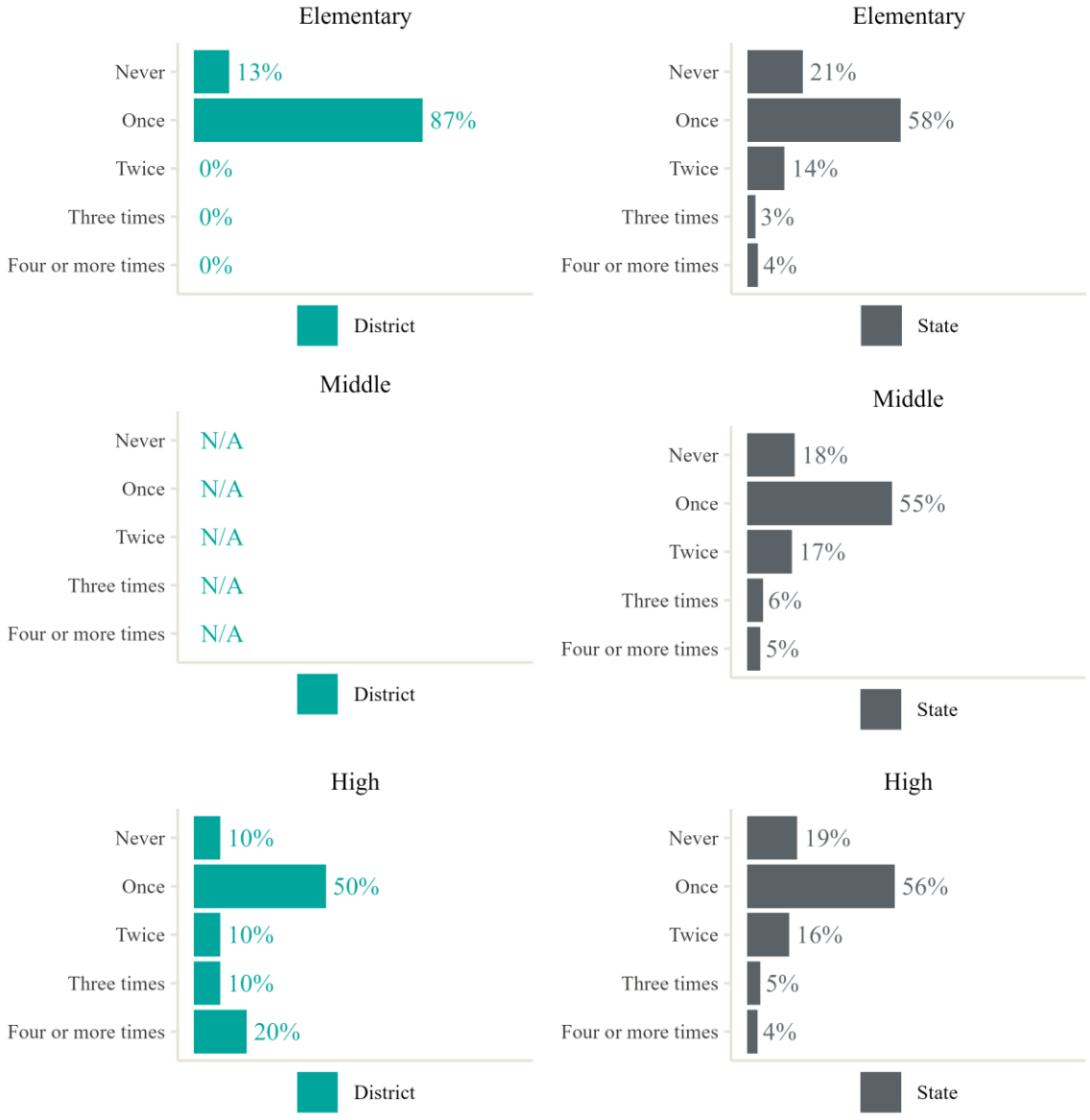

High
Always
More than half the time
About half the time
Less than half the time
Rarely or never
23%
41%
21%
10%
5%
State

Frequency of Formal Classroom Observations

Figure 9 presents teacher responses to the survey question on how often teachers were typically observed for evaluation. The graphs show the frequency breakdown of teacher responses by teaching level for both the district and the state overall. These responses will help districts determine whether their teacher observation system is being implemented as planned. Together, these graphs allow districts to understand both how they compare with other districts and how perceptions vary within their own district.

Figure 9.

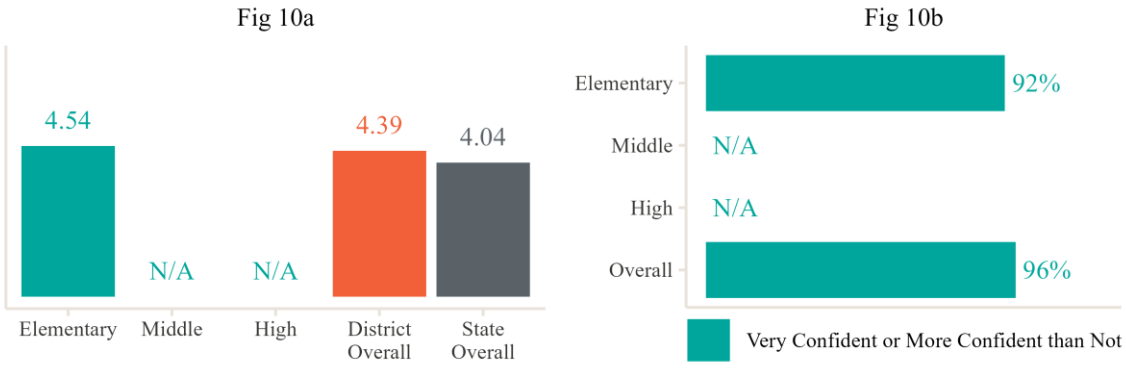
During the last school year, how many times did you receive a formal (~45-minute) observation? Do not include walk-throughs.



Confidence in Scoring Accuracy

Figure 10 presents teacher responses to the survey question on respondents' beliefs about the accuracy of the scores from the most recent observation. The first graph (a) shows average confidence scores on the 1-5 response scale (Very Confident = 5; Very Doubtful = 1), broken down by teaching level for both the district and the state overall. The second graph (b) shows the percentage of respondents in the district who felt "very confident" or "more confident than not" in the accuracy of their scores, displayed overall and by teaching level. Confidence in the accuracy of observation scores reflects respondents' opinions about the system or rubric being used as well as of the person conducting the observation. Lower scores reflect some doubt about the validity of the observation system. Higher scores suggest that participants are comfortable with the district's system for measuring teaching performance.

Figure 10.
Thinking about your last formal observation, how confident were you that the scores were accurate?

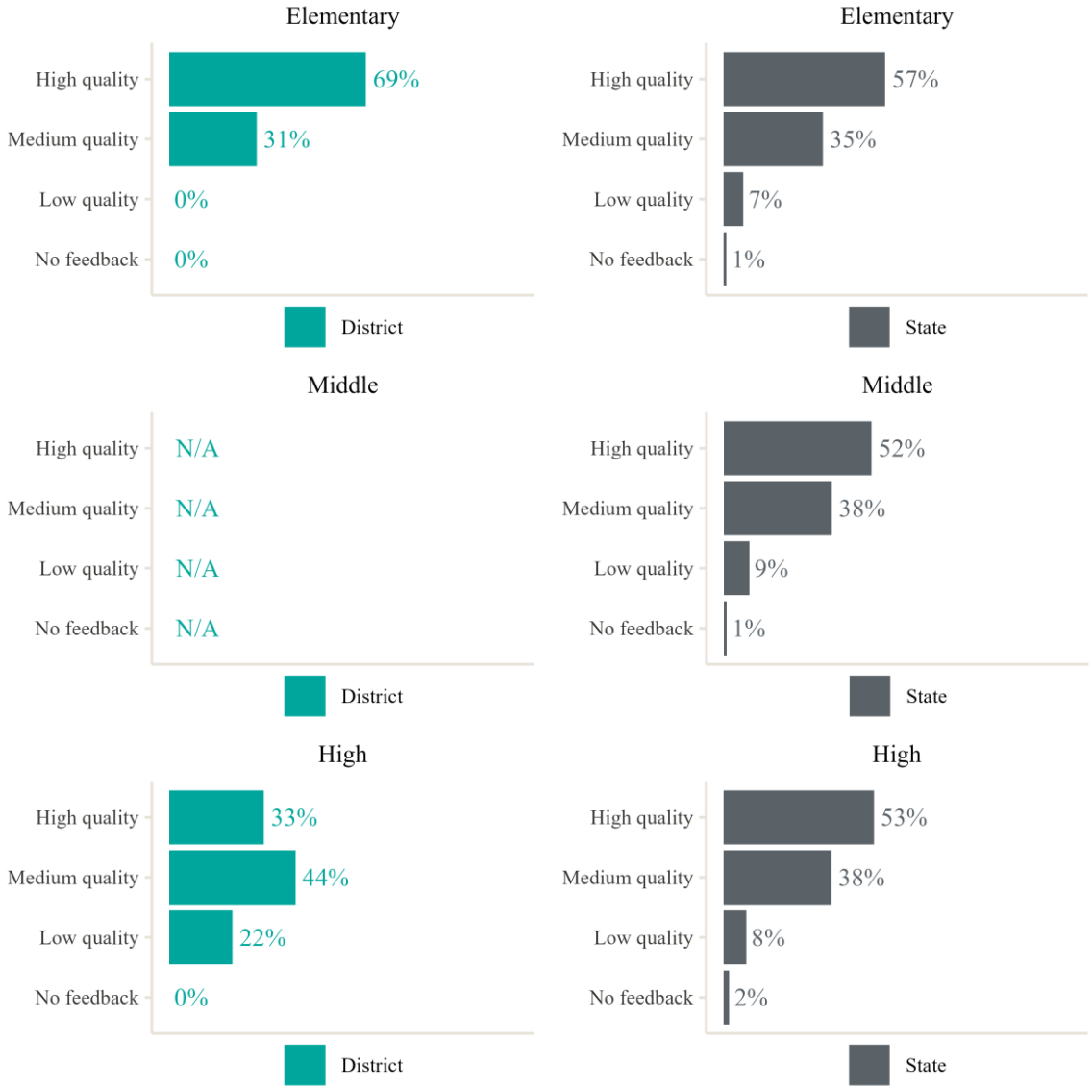


Feedback Quality

Figure 11 presents teacher responses to the survey question on the perceived quality of observation feedback. The graphs show the percentage responses for the four substantive response categories, broken down by teaching level, for both the district and the state overall. These responses will help districts determine whether improvement in the feedback process is needed. Together, these graphs allow districts to understand both how they compare with other districts and how perceptions vary within their own district.

Figure 11.

Thinking about your last formal observation, how would you describe the quality of the feedback that was given?



Section 8
Future Plans

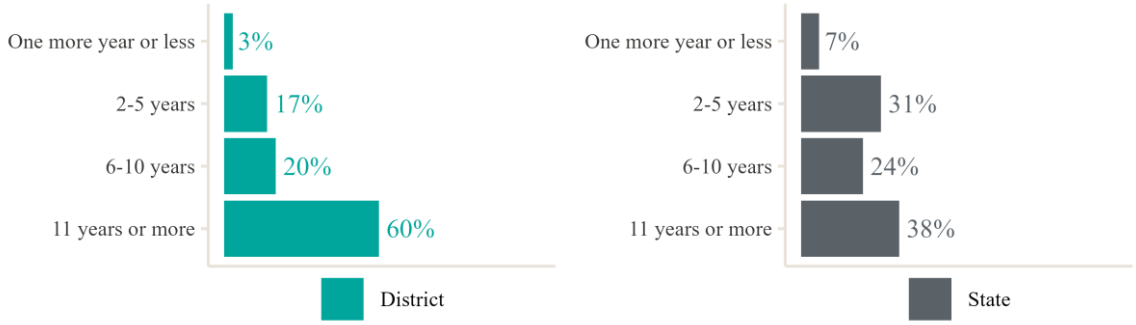
Section 8 has two questions about how long the respondents plan to remain in the teaching profession and school districts, and one question about whether they believed they were likely to earn a TIA designation. There are four options related to how long, ranging from a year or less to 11 years or more. In addition, teachers were asked whether they believed they were likely to earn a TIA designation. Participants responded to this question using a 5-point scale (Strongly Agree = 5; Strongly Disagree = 1).

Results

Plans for Remaining in Teaching Role and School District

Figure 12 presents teacher responses to the survey question on how long respondents plan to remain in a teaching role and in their current school district. The first set of graphs (12-1) shows percentage responses on a 4-option scale regarding teaching role, comparing district and state responses. The second set of graphs (12-2) shows percentage responses on a 4-option scale regarding current school district, comparing district and state responses. Together, these graphs allow districts to understand both how they compare with other districts and how intentions vary within their own district.

Figure 12.
[Fig. 12-1] Number of years I plan to remain in a teaching role



[Fig. 12-2] Number of years I plan to remain in my current school district

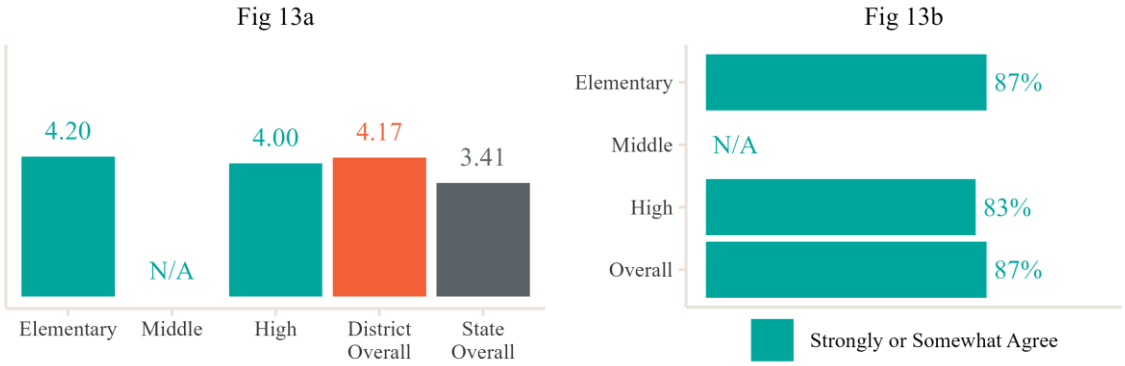


Expectations Related to Designations

Figure 13 presents teacher responses to the survey question on whether teachers thought they were likely to earn a TIA designation. The survey item is displayed using two coordinated graphs to provide both comparison and context. The first graph (a) shows average agreement scores on the 1-5 response scale, broken down by teaching level for both the district and the state overall. The second graph (b) shows the percentage of respondents in the district who strongly or somewhat agreed with the statement, displayed overall and by teaching level. This information may shed light on some of the earlier responses regarding beliefs, support, and fairness of the local designation system.

Figure 13.

Under my district's TIA local designation system, I am likely to earn a designation



Section 9

Next Steps and Resources

Next Steps: Guidance in Using the Report for Improvement

District leaders are encouraged to compare their results with those of other participating districts to better understand where their district falls along the continuum of teacher understanding, confidence, and support for the local designation system. Higher results may indicate stronger levels of educator awareness, trust, and buy-in, while lower results may highlight opportunities to strengthen communication, transparency, and implementation supports. Comparisons across teaching levels may also reveal differences in perceptions and experiences that warrant further exploration. Additionally, comparisons with districts of similar size, region, or rurality can provide valuable context for interpreting results and identifying opportunities for growth.

Teacher buy-in is an important component of successful implementation and long-term sustainability of a local designation system. Understanding educators' perspectives can help district leaders identify strengths, address concerns, and prioritize actions that increase confidence in, understanding of, and support for the system. By examining areas of both strong agreement and low levels of support, district leaders can develop targeted strategies that promote continuous improvement and increase the likelihood that TIA will positively affect educator effectiveness, recruitment, and retention.

Potential areas for improvement include:

- Increase teacher understanding of how the local designation system operates, including how designations are earned and how TIA funds are distributed.
- Strengthen communication regarding the purpose, benefits, and long-term goals of the district's TIA system.
- Expand opportunities for educators to provide feedback and ask questions about the local designation system.
- Increase transparency regarding observation, student growth, and designation processes.
- Improve confidence in the fairness and consistency of evaluation and designation decisions.
- Strengthen support and training for campus leaders responsible for implementing the local designation system.
- Increase transparency regarding current eligibility requirements and future plans to expand designation opportunities to additional teaching assignments, campuses, grade levels, or content areas.
- Develop strategic communication plans that build educator understanding, trust, and support for the district's TIA system.

If you have questions about the process of administering the survey, please contact TTU at tia.surveys@ttu.edu. If you have questions about the purpose of the survey, please contact the Texas Education Agency (TEA) at tia@tea.texas.gov.

Teacher Buy-In Survey [2026]

Q1 **Welcome!** You are receiving this survey because your district is participating in the *Teacher Incentive Allotment* (TIA), and we highly value your feedback to ensure its successful implementation. The **Teacher Buy-In Survey** will ask you to share your understanding of and opinions about the allotment and designation process. All of your responses to this survey will remain confidential. It should take you less than 10 minutes to complete the survey! Please submit your responses by September 25, 2026. If you require technical assistance, or have any further questions regarding specific questions in the survey, please contact TIA.SURVEYS@ttu.edu. If you have any questions about your local designation system, or why you were chosen to take the **Teacher Buy-In Survey**, please contact your district representatives. **By clicking the Next button, you are giving your consent to participate in this survey.**

Q2 For which school district are you completing this survey?

▼ ADRIAN ISD ... ZAVALLA ISD

Q3 Primarily, which level do you teach in the school district associated with this survey?

- ○ Elementary School
- ○ Middle School
- ○ High School

Q4 Select the type of courses you are teaching.

- ○ Core Curriculum (i.e., ELAR, Math, Science, Social Studies)
- ○ Non-Core Curriculum
- ○ Both Core and Non-Core Curriculum

Q5 Select the type of subject(s) you are teaching.

- ○ STAAR-tested Subject(s)
- ○ Non-STAAR-tested Subject(s)
- ○ Both STAAR-tested and Non-STAAR-tested Subjects

Q6 Please indicate the current status of your teaching assignment in relation to TIA designation.

- ○ My current teaching assignment is TIA eligible
- ○ My current teaching assignment is not TIA eligible, but I am aware of a plan to include it in the future
- ○ My current teaching assignment is not TIA eligible, and I am not aware of any plans to include it
- ○ My current teaching assignment is not TIA eligible, and I know it will not be included in the future
- ○ I am unsure

Q7 Do you currently have National Board Certification?

- ○ Yes
- ○ No

Q8 I understand how the TIA funds will be spent according to our local designation system.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Q9 I understand how my district's TIA local designation system designates teachers (Acknowledged, Recognized, Exemplary, and Master).

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Q10 I understand how my district's TIA local designation system will affect me.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Q11 My district's TIA local designation system will help us recruit and/or retain highly effective teachers.

- ○ Strongly agree
- ○ Somewhat agree
- ○ Neither agree nor disagree
- ○ Somewhat disagree
- ○ Strongly disagree

Q12 I will benefit professionally from my district's participation in the TIA.

- ○ Strongly agree
- ○ Somewhat agree
- ○ Neither agree nor disagree
- ○ Somewhat disagree
- ○ Strongly disagree

Q13 Teachers' pay should be tied to their classroom effectiveness.

- ○ Strongly agree
- ○ Somewhat agree
- ○ Neither agree nor disagree
- ○ Somewhat disagree
- ○ Strongly disagree

Q14 Teachers' pay should be tied to their students' growth.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Q15 The information my district has provided about its TIA local designation system was adequate.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Q16 My opportunities to provide feedback to my district about its TIA local designation system were adequate.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Q17 Teachers are evaluated consistently across the district.

- ○ Strongly agree
- ○ Somewhat agree
- ○ Neither agree nor disagree
- ○ Somewhat disagree
- ○ Strongly disagree

Q18 My district's TIA local designation system is fair to all teachers in the district.

- ○ Strongly agree
- ○ Somewhat agree
- ○ Neither agree nor disagree
- ○ Somewhat disagree
- ○ Strongly disagree

Q19 Teachers are able to earn a designation regardless of campus, subject, or grade level.

- ○ Strongly agree
- ○ Somewhat agree
- ○ Neither agree nor disagree
- ○ Somewhat disagree
- ○ Strongly disagree

Q20 The designations for teachers will be based on an accurate measure of classroom teaching performance.

- ○ Strongly agree
- ○ Somewhat agree
- ○ Neither agree nor disagree
- ○ Somewhat disagree
- ○ Strongly disagree

Q21 The designations for teachers will be based on an accurate measure of student growth.

- ○ Strongly agree
- ○ Somewhat agree
- ○ Neither agree nor disagree
- ○ Somewhat disagree
- ○ Strongly disagree

Q22 ***ALMOST DONE! Please answer the last few questions, and thank you for completing the survey!*** In general, teacher appraisers make impartial judgements during classroom observations.

- ○ Always
- ○ More than half the time
- ○ About half the time
- ○ Less than half the time
- ○ Rarely or never
- ○ I don't know

Q23 During the last school year, how many times did you receive a formal (~45-minute) observation? Do not include walk-throughs.

- ○ Never
- ○ Once
- ○ Twice
- ○ Three times
- ○ Four or more times
- ○ I don't know

Q24 Thinking about your last formal observation, how confident were you that the scores were accurate?

- ○ Very confident
- ○ More confident than not
- ○ Neutral
- ○ Doubtful
- ○ Very doubtful

Q25 Thinking about your last formal observation, how would you describe the quality of the feedback that was given?

- ○ High quality
- ○ Medium quality
- ○ Low quality
- ○ No feedback was given
- ○ I don't remember

Q26 I plan to remain in a teaching role for

- ○ One more year or less
- ○ 2-5 years
- ○ 6-10 years
- ○ 11 years or more

Q27 I plan to remain in my school district for

- ○ One more year or less
- ○ 2-5 years
- ○ 6-10 years
- ○ 11 years or more

Q28 Under my district's TIA local designation system, I am likely to earn a designation.

- ○ Strongly agree
- ○ Somewhat agree
- ○ Unsure
- ○ Somewhat disagree
- ○ Strongly disagree

Bilingual Education and ESL Program Annual Evaluation

District: Irion County ISD **School Year:** 2025-2026

Prepared By: Alexis Jackson

Presented To School Board By: Alexis Jackson

Program Overview

Program Models and Implementation

Models offered (select all that apply):

☐ Dual Language/Two-Way Immersion Bilingual Program
☐ Dual Language/One-Way Immersion Bilingual Program
☐ Transitional Early Exit Bilingual Program
☐ Transitional Late Exit Bilingual Program
☐ ESL/English as a Second Language Pull-Out Program
x ESL/English as a Second Language Content-based Program

Grade spans served (select all that apply):

x Early childhood
x K-2
x 3-5
x 6-8
x 9-12
☐ Other: _____

Student Participation and Languages

Participating Emergent Bilingual students:

Total enrolled: 8

Languages represented:

Primary home languages: Spanish
Enrollment trends or changes: Numbers went down by one student from 2024 to 2025.

Campuses and Staffing

Campuses served:

Number of campuses: 1
Types: xElementary ☐ Middle xHigh school ☐ Early childhood ☐ Other: K-12

Staffing roles represented (select all that apply):

☐ Bilingual teachers
x ESL teachers
☐ Instructional aides
x Program coordinators
x Administrators
☐ Other: _____

Section I: Academic Progress in the Language(s) of Instruction

Evaluation Question

To what extent are Emergent Bilingual (EB) students demonstrating academic progress in the language(s) of instruction? Most students showed progress on the STAAR assessments and local MClass and Circle assessments.

Data Sources

x STAAR Reading Language Arts
x STAAR Mathematics
x STAAR Science
x STAAR Social Studies
x Local Assessments
x Curriculum-Based Assessments
x Report Card Grades
☐ Spanish Reading Assessments
☐ Other: _____

Student Performance Summary

Grade Level	Number of EB Students	Subject	App., Meets, Masters Grade Level (%)	Progress from Prior Year
K-2 (Pre-K)	2			
3-5	4	Math	75%	Limited to expected
		Science	0%	None
		RLA	75%	Limited to expected
6-8	1	Math	0%	Limited
		Science	0%	None
		RLA	0%	Limited
		SS	0%	None
9-12	1	Algebra 1	0%	None
		Biology	0%	None
		English 1	0%	None

Analysis of Academic Progress

Findings (select all that apply): All students passed for the year.

☐ Academic progress exceeded expectations
☐ Academic progress met expectations
x Academic progress varied by grade span or subject
☐ Academic progress was below expectations
☐ Other: _____

Areas of Strength- depending on the students

x Reading
x Mathematics
x Science or social studies
☐ Biliteracy or native-language achievement
☐ Other: _____

Areas Needing Improvement- depending on the students

x Reading
x Mathematics
x Science or social studies
☐ Native-language achievement
☐ Other: _____
Explanation: _____

Recommended Actions

x Provide targeted intervention
☐ Adjust instructional grouping or scheduling
☐ Strengthen curriculum alignment
☐ Expand progress monitoring
☐ Provide staff professional development
☐ Other: _____

Section II: English Language Proficiency Growth

Evaluation Question

To what extent are English learners becoming proficient in English? Most students showed growth or had the same rating.

Data Sources

x TELPAS
☐ TELPAS Alternate
☐ Classroom Language Assessments
☐ Progress Monitoring Data
☐ Other: _____

TELPAS Composite Rating Results

TELPAS Level	Current Year	Previous Year	Change
Beginning	2	1	1
Intermediate	2	3	1
Advanced	2	2	0
Advanced High			

Domain-Specific Growth

Domain	Students Making Growth (%)
Listening	16% made growth, most stayed the same
Speaking	33% made growth, most stayed the same
Reading	50% made growth, most stayed the same
Writing	16% made growth, all others stayed the same

Students Advancing One or More Proficiency Levels

Grade Span	Number of Students	Percent
K-1	none	none
2-5	4	100%
6-8	1	100%
9-12	1	Stayed the same in all levels from previous year.

Analysis of English Language Development

Findings (select all that apply):

x Students made expected English language growth

☐ Students exceeded expected English language growth

☐ Growth varied by language domain or grade span
☐ Growth was below expectations
☐ Other: _____
Written evidence: _____

Recommended Program Adjustments

x Increase targeted language-development support
☐ Adjust language grouping or scheduling
☐ Strengthen sheltered instruction or co-teaching
x Expand oral language opportunities
x Strengthen progress monitoring
☐ Provide targeted professional development
☐ Other: _____
Adjustment details: _____

Section III: Students Exiting Bilingual and ESL Programs

Evaluation Question

How many students successfully met reclassification criteria and exited the program? None

Exit Data

Grade Span	Bilingual Program Exits	ESL Program Exits	Total Exits
K-5		0	
6-8		0	
9-12		0	
Total			

Monitored Students

Monitoring Year	Number of Students	Academic Success Rate (%)
Year 1	0	
Year 2	0	

Exit Outcomes Analysis

Findings (select all that apply):

☐ Exit rates increased
☐ Exit rates remained stable
☐ Exit rates declined
☐ Exited students demonstrated academic success

☐ Monitoring identified additional support needs
x Other: We are currently not monitoring any students

Section IV: Staff Training and Professional Development

Evaluation Question

To what extent are teachers and aides receiving professional development in approaches and strategies that support second language acquisition? Many of the teachers have attended the new ELPS training or are registered to receive the ELPS training
Attached you will find a copy of the professional development attended by the staff for the 2024-2025.

Scope of Professional Development

x Districtwide
☐ Campus-based
☐ Role-specific
☐ New teacher or aide induction
☐ Coaching or job-embedded support
☐ Other: _____

Topics Covered (select all that apply)

x ELPS
☐ Content-Based Language Instruction (CBLI)
☐ Language Acquisition Strategies
☐ Biliteracy Development
☐ Assessment and Progress Monitoring
☐ Parent and family engagement
☐ Other: _____

Professional Development Results

Evidence of Impact

Measure	Outcome
Teacher Feedback	Teachers found the new ELPs training very helpful and more will be attending as opportunities open throughout the year.
Observation Data	
ELPS Implementation Evidence	ELPs are embedded in the Bluebonnet curriculum.

Student Achievement Impact	Students showed progress throughout the year.
TELPAS Growth Impact	Most students showed growth or stayed the same.

Findings (select all that apply)

x Training reached the intended audience
x Instructional practice improved
x Student achievement or TELPAS growth improved
☐ Additional training is needed
☐ Other: _____

Evidence: _____

Recommendations

x Continue current professional development
x Expand coaching or job-embedded support
☐ Provide additional role-specific training
☐ Strengthen evaluation of training impact
☐ Other: _____

Recommendation details: _____

Bilingual Exception and/or ESL Waiver Reporting

Reporting categories (select all that apply):

☐ Bilingual exception filed
☐ ESL waiver filed
☐ Both a bilingual exception and ESL waiver filed
x No exception or waiver filed
☐ Other: _____

(Complete Sections V, VI, and VII only if an exception and/or waiver was filed in the prior year and/or current year.)

Section V: Teacher Certification and Staffing

Number of Teachers Covered by Exception/Waiver

Category	Number
Bilingual Exceptions Filed	
ESL Waivers Filed	
Total Teachers Covered	

Teacher Assignment Information

Campus	Program	Number of Teachers	Exception/Waiver Type

Section VI: Certification Outcomes

Teachers Successfully Obtaining Certification

Certification outcomes represented (select all that apply):

- ☐ Bilingual certification obtained
- ☐ ESL certification obtained
- ☐ Both bilingual and ESL certification obtained
- ☐ Certification in progress
- ☐ Certification not yet obtained
- ☐ Other: _____

Certification Type	Number Eligible	Number Certified	Percent Certified
Bilingual			
ESL			

Section VII: Comprehensive Professional Development Plan for Exception/Waiver Districts

Description of Professional Development Plan

Provide a summary of the district's comprehensive professional development plan designed to support teachers assigned under a bilingual exception and/or ESL waiver.

Frequency

Training Activity	Frequency
Coaching Sessions	
PLC Meetings	
Workshops	
Observations	
Mentoring	

Scope (select all that apply)

- ☐ Districtwide
- ☐ Campus-specific
- ☐ Teacher-specific
- ☐ Aide-specific
- ☐ New teacher induction
- ☐ Other: _____

Topics Addressed (select all that apply)

- ☐ ELPS
- ☐ Content-Based Language Instruction (CBLI)
- ☐ Language Acquisition Strategies
- ☐ Assessment of EB Students
- ☐ Parent and family engagement
- ☐ Other: _____

Results of Professional Development Plan

Measure	Result
Teacher Retention	
Certification Attainment	

Overall Program Evaluation Summary

Program Strengths (select all that apply)

x Program implementation
x Student academic progress
x English language proficiency growth
☐ Staff capacity and collaboration
☐ Family and community engagement
☐ Other: _____

Supporting evidence: _____

Program Challenges (select all that apply)

☐ Staffing or recruitment
☐ Teacher certification
☐ Student academic progress
☐ English language proficiency growth
x Resources or scheduling
x Family and community engagement
☐ Other: _____
Explanation: _____

Improvement Goals for Next Year (select all that apply)

☐ Improve student academic outcomes
☐ Increase English language growth
x Strengthen staffing and certification
x Expand professional development
x Improve family engagement
☐ Strengthen data use and monitoring
☐ Other: _____

Superintendent/School Board Review

Program Determination (select one):

☐ Exceeds Requirements
x Meets Requirements
☐ Approaches Requirements
☐ Improvement Needed
☐ Other: _____

Signatures

Program Director: Alexis Jackson Date: 10-13-2026

Superintendent: _____ Date: _____

Board Presentation Date: _____

Campus	Date	Wkid	Title	Name	Credit Hours	Signed In	Credit Type	TTESS	TPESS	Subject Name
Irion El	06/22/2026	397165	INNOVATIVE & ENGAGING STRATEGIES FOR TODAY'S TEACHER	**Garza, Edmund** egarza@irion-isd.org	6.00	Yes	ESL	TTESS 1.1 Standards and Alignment TTESS 2.5 Monitor and Adjust TTESS 4.3 Professional Development	TPESS 1c Data-driven instruction / interventions	All Educators, ELPS, ESL, State Assessment
Irion El	06/23/2026	410334	Traveling Through the Three ESL Certification Domains - ZOOM	**GONZALEZ, KAYCE** kaycerenee01@gmail.com	6.00	Yes	ESL	TTESS 1.3 Knowledge of Students TTESS 2.2 Content Knowledge and Expertise TTESS 4.3 Professional Development	TPESS 1b Effective instructional practices TPESS 1d Maximize learning for all students TPESS 5d Policy implementation and advocacy	All Educators, Diverse Learners, ESL
Irion El	10/08/2025	388715	TITLE III SSA FALL MEETING	**Jackson, Alexis** ajackson@irion-isd.org	6.00	No	ESL	TTESS 1.2 Data and Assessment TTESS 2.5 Monitor and Adjust	TPESS 1a Rigorous/aligned curriculum and assessment TPESS 1c Data-driven instruction / interventions TPESS 5b Maximized learning time	Administrators/Central Office, All Educators, ESL
Irion El	01/15/2026	388731	MIDDLE OF THE YEAR (MOY) LPAC TRAINING	**Jackson, Alexis** ajackson@irion-isd.org	6.00	Yes	ESL	TTESS 1.2 Data and Assessment TTESS 1.3 Knowledge of Students	TPESS 1a Rigorous/aligned curriculum and assessment	All Educators, Counselors, ESL
Irion El	04/16/2026	407721	End of Year (EOY) LPAC Training	**Jackson, Alexis** ajackson@irion-isd.org	3.00	Yes	ESL	TTESS 1.2 Data and Assessment TTESS 2.5 Monitor and Adjust	TPESS 1d Maximize learning for all students	All Educators, ESL
Irion El	07/23/2026	414386	LAS Links Training for Test Administrators	**Jackson, Alexis** ajackson@irion-isd.org	3.00	Yes	ESL	TTESS 1.2 Data and Assessment TTESS 1.3 Knowledge of Students		All Educators, ESL
Irion El	07/23/2026	414389	preLAS Training for Test Adminstrators	**Jackson, Alexis** ajackson@irion-isd.org	3.00	Yes	ESL	TTESS 1.2 Data and Assessment TTESS 1.3 Knowledge of Students		ESL
Irion El	08/19/2026	427042	Beginning of the Year LPAC Training	**Jackson, Alexis** ajackson@irion-isd.org	6.00	Yes	ESL	TTESS 1.2 Data and Assessment TTESS 1.3 Knowledge of Students	TPESS 5d Policy implementation and advocacy	All Educators, Diverse Learners, ESL

Campus	Date	Wkid	Title	Name	Credit Hours	Signed In	Credit Type	TTESS	TPESS	Subject Name
Irion El	07/28/2026	405240	THREADS OF PROGRESS: UNPACKING THE NEWLY REVISED ELPS	**LENZ, MARGO** margolenz93@gmail.com	6.00	Yes	ESL	TTESS 1.1 Standards and Alignment TTESS 2.5 Monitor and Adjust TTESS 4.3 Professional Development	TPESS 1c Data-driven instruction / interventions	All Educators, ELPS, ESL, State Assessment
Irion El	06/15/2026	405293	ROCKING DATA-DRIVEN INSTRUCTION: DIFFERENTIATING FOR STUDENT GROWTH TO MAXIMIZE TEACHER INCENTIVE ALLOTMENT SUCCESS	**Middleton, Stephanie** smiddleton@irion-isd.org	6.00	Yes	CPE ESL Gifted/Talented	TTESS 2.4 Differentiation TTESS 4.3 Professional Development	TPESS 1c Data-driven instruction / interventions TPESS 1d Maximize learning for all students	All Educators, Diverse Learners, ESL, Gifted & Talented, TIA - Teacher Incentive Allotment
Irion El	07/16/2026	410337	Traveling Through the Three ESL Certification Domains - ZOOM	**Neader, Shelby** sneader@irion-isd.org	6.00	Yes	ESL	TTESS 1.3 Knowledge of Students TTESS 2.2 Content Knowledge and Expertise TTESS 4.3 Professional Development	TPESS 1b Effective instructional practices TPESS 1d Maximize learning for all students TPESS 5d Policy implementation and advocacy	All Educators, Diverse Learners, ESL
Irion El	07/16/2026	410337	Traveling Through the Three ESL Certification Domains - ZOOM	**Notgrass, Ashley** ashley.notgrass@irion-isd.org	6.00	Yes	ESL	TTESS 1.3 Knowledge of Students TTESS 2.2 Content Knowledge and Expertise TTESS 4.3 Professional Development	TPESS 1b Effective instructional practices TPESS 1d Maximize learning for all students TPESS 5d Policy implementation and advocacy	All Educators, Diverse Learners, ESL
Irion El	06/22/2026	397165	INNOVATIVE & ENGAGING STRATEGIES FOR TODAY'S TEACHER	**STREICHER, CASSIE** cstreicher@irion-isd.org	6.00	Yes	ESL	TTESS 1.1 Standards and Alignment TTESS 2.5 Monitor and Adjust TTESS 4.3 Professional Development	TPESS 1c Data-driven instruction / interventions	All Educators, ELPS, ESL, State Assessment
Irion H S	09/30/2025	388844	Traveling Through the Three ESL Certification Domains	**MCLAURIN, MONTANAH** mmclaurin@irion-isd.org	6.00	Yes	ESL	TTESS 1.3 Knowledge of Students TTESS 2.2 Content Knowledge and Expertise TTESS 4.3 Professional Development	TPESS 1b Effective instructional practices TPESS 1d Maximize learning for all students TPESS 5d Policy implementation and advocacy	All Educators, Diverse Learners, ESL

Campus	Date	Wkid	Title	Name	Credit Hours	Signed In	Credit Type	TTESS	TPESS	Subject Name
Irion H S	06/15/2026	405293	ROCKING DATA-DRIVEN INSTRUCTION: DIFFERENTIATING FOR STUDENT GROWTH TO MAXIMIZE TEACHER INCENTIVE ALLOTMENT SUCCESS	**Moreno, Adrianna** drinascholar@gmail.com	6.00	Yes	CPE ESL Gifted/Talented	TTESS 2.4 Differentiation TTESS 4.3 Professional Development	TPESS 1c Data-driven instruction / interventions TPESS 1d Maximize learning for all students	All Educators, Diverse Learners, ESL, Gifted & Talented, TIA - Teacher Incentive Allotment

PROJECT RECOMMENDATION LETTER PACKET

IRION COUNTY INDEPENDENT SCHOOL DISTRICT

1909 BUILDING RENOVATION

October 14, 2026



Option (A)

CUMMING GROUP GALLAGHER

October 14, 2026

Dr. Michael Heath, Superintendent of Schools
Irion County ISD
302 North 3rd Street
Mertzon, Texas 76941

Re: 1909 Building Renovation

Dr. Michael Heath,

The Irion County Independent School District received competitive sealed proposals for the 1909 Building Renovation project on Thursday, September 24, 2026. A copy of the proposal tabulation is attached for your reference.

The attached document(s) indicate the amounts recommended for award for the project.

Cumming Gallagher recommends that the Owner award all items as indicated on the attached documents contingent upon the contractor selection process and the Owner receiving the required insurance and bonds from each selected contractor. If the awarded contractor does not provide the required documents, award will be made to the respondent with the next highest evaluation.

Award of contracts will be made to the respondent offering the best value to Irion County Independent School District based on evaluation of the proposals received using the following selection criteria as set forth in the bid documents:

1. Purchase price
2. Ability of Vendor to provide adequate manpower & resources to complete the Project(s) on schedule
3. Reputation of the Vendor
4. Quality of Vendor's work
5. Extent of Vendor's services to meet the needs of the Owner
6. Vendor's past relationship with the Owner and/or Construction Manager
7. Vendor's designation as a historically underutilized business
8. Total long-term cost to the Owner
9. Other criteria:
    A. Has the Respondent constructed projects of similar size, type and complexity?
    B. Are Respondent's personnel experienced in similar projects?
    C. Does the Respondent stay on schedule?
    D. Does the Respondent work well with the Owner on change orders?
    E. Does the Respondent timely complete warranty work?

We have reviewed all proposals submitted in categories where only one proposal was received and have found the proposed amounts to be within an acceptable range for the scope of work in each respective work category.

Cumming Gallagher is honored for the continued opportunity to work with Irion County Independent School District and Parkhill Architects. We look forward to the successful completion of this project.

Sincerely,
CUMMING GALLAGHER

Jeff Fisher, President

cc: Glenn Grant – Parkhill Architects

Irion County ISD
1909 Building Renovation & Site Work
Total Sheet - Option (A)
Proposal Due Date: September 24, 2026

CUMMING GROUP GALLAGHER

CSP #	SCOPE	CONTRACTOR	TOTAL
	Combination Proposal - All CSP Packages	Fletco Construction, LP.	$ 3,986,300
	Roofing and Sheetmetal - Allowance	Estimate	$ 50,000
	Fire Sprinkler - Allowance	Estimate	$ 150,000
	Voice and Data Cabling	*By Owner - Estimate*	$ 22,000
	Audio Visual Systems	*By Owner - Estimate*	$ 40,000
	Communication Systems	*By Owner - Estimate*	$ 32,000
	Fire Alarm - Allowance	Estimate	$ 50,000
	Security - Access Control Systems	*By Owner - Estimate*	$ 26,000
	Security - Video Camera Systems	*By Owner - Estimate*	$ 29,000
	Security - Intrusion Detection System	*By Owner - Estimate*	$ 5,000
COST OF WORK			
1110	Subsurface Investigation - Utility Locate	Estimate	$ 2,300
1330	Storage Container/Trailer	Estimate	$ 15,000
1400	SWPPP Book/Inspections/Repairs	Estimate	$ 4,000
1410	Moisture Testing	Estimate	$ 1,000
1500	Mailing/Shipping Provisions/Printing	Estimate	$ 1,500
1501	Printing	Estimate	$ 1,000
1600	Builders Risk Insurance	Estimate	$ 18,100
1710	Construction Contingency	Estimate	$ 400,000
CONSTRUCTION COSTS SUB-TOTAL			$ 4,833,200
1800	Constr Mgmt. Fee and General Requirements	Cumming Gallagher	$ 338,324
CONSTRUCTION COSTS TOTAL			$ 5,171,524
FEES AND OWNER'S DIRECT EXPENSES			
2100	Architectural/Engineering Fees @ 1909 Bldg Inter.	Parkhill Architects	$ 189,693
2110	Architectural/Engineering Fees @ 1909 Bldg Exter.	Parkhill Architects	$ 135,937
2150	Civil Engineering Fees@ 1909 Bldg Interior	Parkhill Architects	$ 20,000
2155	Civil Engineering Fees@ 1909 Bldg Exterior	Parkhill Architects	$ 53,700
2210	Material Testing and Inspection	Enprotec Hibbs & Todd-eHT	$ 20,000
2300	HVAC Test & Balance	Campos Engineering	$ 25,000
2310	MEP Commissioning	Campos Engineering	$ 15,000
2400	Building Permit/Plan Review/Inspections	Construction Code Consultants LLC	$ 14,500
2410	TAS Reviews and Inspections	Cornerstone Accessibility Services	$ 3,000
FEES AND OWNER'S DIRECT EXPENSES TOTAL			$ 476,830
FURNITURE, FIXTURES, & EQUIPMENT (FF&E)			
3100	Furniture, Fixtures, and Equipment	Estimate	$ 400,000
FURNITURE, FIXTURES, & EQUIPMENT (FF&E) TOTAL			$ 400,000
MISCELLANEOUS CONTINGENCIES			
4100	Owner Move-In	Estimate	$ 75,000
4210	Gas/Electric Utility Allowance	Estimate	$ 15,000
4220	Technology Allowance	Estimate	$ 80,000
4230	Asbestos/Hazardous Materials - Survey/Report	King Consultants	$ 3,500
4240	Emergency Responder Radio - Testing	Included in CSP-28-A	$ -
4245	Emergency Responder Radio - System	Included in CSP-28-A	$ -
4300	Owner Contingency	Estimate	$ 150,000
MISCELLANEOUS CONTINGENCIES TOTAL			$ 323,500
TOTAL PROJECT COST			**$ 6,371,854**
		BUDGET	**$ 7,850,000**
		OVER / UNDER	**$ (1,478,146)**

ALTERNATES		ADD/DEDUCT $	ACCEPTED
ALT # 1	HVAC & Electrical Updates	$ 319,115.00	$ 319,115
ALT # 2	Restore Existing Wood Floor ILO New Floor Coverings	$ 74,282.00	$ 74,282
ALTERNATES TOTAL			$ 393,397
TOTAL COST W/ ALTERNATES			**$ 6,765,251**
		BUDGET	**$ 7,850,000**
		OVER / UNDER	**$ (1,084,749)**

VALUE ENGINEERING		ADD/DEDUCT $	ACCEPTED
Option B	**Multiple CSP Package Contractors**	$ 67,373.00	
	Option B is for all CSP Packages to be performed by multiple prime proposers. This option also includes several additional "COST OF WORK" line items for covering items otherwise included by the "Combination Proposal" contractor.		
OPTION TOTAL			$ -
TOTAL COST W/ ALTERNATES & OPTIONS			**$ 6,765,251**
		BUDGET	**$ 7,850,000**
		OVER / UNDER	**$ (1,084,749)**

Project: Irion County ISD - 1909 Building Renovation
Bid Date: Thursday, September 24, 2026

CSP 01-B	FINAL BUILDING CLEANING	1	2	3	4	Total Proposal Amount	COMBINATION PROPOSAL	Alt #1 HVAC & Electrical Updates	Alt #2 Restore existing wood floor ILO new floor coverings
	Member's Building Maintenance, LLC	X	X	X	X	$ 17,583			
	DDM Cleaning Solutions Inc.					$ 19,800			
	Fletco Construction	X	X	X	X		$ 3,986,300		
CSP 02-A	DEMOLITION	1	2	3	4	Total Proposal Amount	COMBINATION PROPOSAL	Alt #1 HVAC & Electrical Updates	Alt #2 Restore existing wood floor ILO new floor coverings
LATE	Precision Demolition	X	X	X	X				
	Fletco Construction	X	X	X	X		$ 3,986,300		
CSP 03-B	CONCRETE & ASPHALT PAVING	1	2	3	4	Total Proposal Amount	COMBINATION PROPOSAL	Alt #1 HVAC & Electrical Updates	Alt #2 Restore existing wood floor ILO new floor coverings
03b, 22a, 23a, 26a, 31a	A Brush Above Services, LLC	X	X	X	X	$ 871,000			
	Solid Foundations Concrete, LLC	X	X	X	X	$ 900,639			
	Fletco Construction	X	X	X	X		$ 3,986,300		
CSP 04-B	MASONRY RESTORATION	1	2	3	4	Total Proposal Amount	COMBINATION PROPOSAL	Alt #1 HVAC & Electrical Updates	Alt #2 Restore existing wood floor ILO new floor coverings
	JII Lonestar Industries LLC	X	X	X	X	$ 279,600			
	Fletco Construction	X	X	X	X		$ 3,986,300		

CSP 05-A	STRUCTURAL STEEL & RAILINGS	1	2	3	4	Total Proposal Amount	COMBINATION PROPOSAL	Alt #1 HVAC & Electrical Updates	Alt #2 Restore existing wood floor ILO new floor coverings
	LoTec					$ 181,385			
	Fletco Construction	X	X	X	X		$ 3,986,300		
CSP 06-A	MILLWORK	1	2	3	4	Total Proposal Amount	COMBINATION PROPOSAL	Alt #1 HVAC & Electrical Updates	Alt #2 Restore existing wood floor ILO new floor coverings
	Fletco Construction	X	X	X	X		$ 3,986,300		
CSP 07-A	ROOFING AND SHEET METAL	1	2	3	4	Total Proposal Amount	COMBINATION PROPOSAL	Alt #1 HVAC & Electrical Updates	Alt #2 Restore existing wood floor ILO new floor coverings
	Fletco Construction	X	X	X	X		$ 3,986,300		
CSP 08-A	FRAMES, DOORS & HARDWARE	1	2	3	4	Total Proposal Amount	COMBINATION PROPOSAL	Alt #1 HVAC & Electrical Updates	Alt #2 Restore existing wood floor ILO new floor coverings
08a, 08b	Tex-Oma Builders Supply	X	X	X	X	$ 75,633			
08a, 09e, 10a, 28a	Integrity One Solutions, LLC	X	X	X	X	$ 84,219	$ 106,510		
	All Door Services	X	X	X	X	$ 124,724			
	Fletco Construction	X	X	X	X		$ 3,986,300		
CSP 08-B	GLASS AND GLAZING	1	2	3	4	Total Proposal Amount	COMBINATION PROPOSAL	Alt #1 HVAC & Electrical Updates	Alt #2 Restore existing wood floor ILO new floor coverings
	Binswanger Glass	X	X	X	X	$ 53,324			
08a, 08b	Tex-Oma Builders Supply	X	X	X	X	$ 58,335			
	Kelley's Glass & Mirror, Inc.	X	X	X	X	$ 81,225			
	Fletco Construction	X	X	X	X		$ 3,986,300		

CSP 09-A	DRYWALL & ACOUSTICAL	1	2	3	4	Total Proposal Amount	COMBINATION PROPOSAL	Alt #1 HVAC & Electrical Updates	Alt #2 Restore existing wood floor ILO new floor coverings
	RHS Construction Services, LLC	X	X	X	X	$ 277,962			
	Alvarez Drywall & Acoustics	X	X	X	X	$ 312,450			
	Southwest Drywall LLC	X	X	X	X	$ 315,324			
	Southtech Construction	X	X	X	X	$ 466,750			
	Fletco Construction	x	x	x	x		$ 3,986,300		
CSP 09-C	TILING	1	2	3	4	Total Proposal Amount	COMBINATION PROPOSAL	Alt #1 HVAC & Electrical Updates	Alt #2 Restore existing wood floor ILO new floor coverings
09c, 09d	San Antonio Tile, Inc.	X	X	X	X	$ 41,703			
09c, 09d	Vector's Concepts. Inc.	X	X	X	X	$ 42,383	$ 119,141		
09c, 09d	Viva Flooring LLC	x	x	x	x	$ 45,931			
09c, 09d	Palmer Interiors LLC	x	x	x	x	$ 47,039	$ 164,363		
09c, 09d	Aladdin's Flooring	X	X	X	X	$ 50,340	$ 130,420		
	Fletco Construction	x	x	x	x		$ 3,986,300		
CSP 09-D	FLOOR COVERINGS	1	2	3	4	Total Proposal Amount	COMBINATION PROPOSAL	Alt #1 HVAC & Electrical Updates	Alt #2 Restore existing wood floor ILO new floor coverings
09c, 09d	San Antonio Tile, Inc.	X	X	X	X	$ 69,389			
09c, 09d	Viva Flooring LLC	x	x	x	x	$ 74,284			
09c, 09d	Vector's Concepts. Inc.	X	X	X	X	$ 77,759	$ 119,141		
09c, 09d	Aladdin's Flooring	X	X	X	x	$ 80,080	$ 130,420		
09c, 09d	Palmer Interiors LLC	x	x	x	x	$ 121,433	$ 164,363		
	Fletco Construction	X	X	X	X		$ 3,986,300		

CSP 09-E	PAINTING & WALLCOVERING	1	2	3	4	Total Proposal Amount	COMBINATION PROPOSAL	Alt #1 HVAC & Electrical Updates	Alt #2 Restore existing wood floor ILO new floor coverings
08a, 09e, 10a, 28a	Integrity One Solutions, LLC	x	x	x	x	$ 7,718	$ 106,510		
	Evans Paint Co. LLC	x	x	x	x	$ 139,955			
	Shahan & Son, LTD.	X	X	X	X	$ 152,427			
	Dean Hagler, LTD.	X	X	X		$ 160,834			
	J&H Painting LLC	x	x	x	x	$ 196,777			
	Fletco Construction	x	x	x	x		$ 3,986,300		
CSP 09-G	WOOD FLOORING	1	2	3	4	Total Proposal Amount	COMBINATION PROPOSAL	Alt #1 HVAC & Electrical Updates	Alt #2 Restore existing wood floor ILO new floor coverings
	Z Floor Co, Ltd.	x	x	x	x				$ 44,822
	Fletco Construction	x	x	x	x		$ 3,986,300		
CSP 10-A	BUILDING SPECIALTIES	1	2	3	4	Total Proposal Amount	COMBINATION PROPOSAL	Alt #1 HVAC & Electrical Updates	Alt #2 Restore existing wood floor ILO new floor coverings
08a, 09e, 10a, 28a	Integrity One Solutions, LLC	x	x	x	x	$ 12,171	$ 106,510		
	Inter-Co	x	x	x	x	$ 17,496			
	Vector Spectrum Dallas Holdings, LLC	x	x	x	x	$ 22,700			
	Fletco Construction	x	x	x	x		$ 3,986,300		
CSP 10-G	IDENTIFICATION DEVICES	1	2	3	4	Total Proposal Amount	COMBINATION PROPOSAL	Alt #1 HVAC & Electrical Updates	Alt #2 Restore existing wood floor ILO new floor coverings
	Casteel Sign					$ 5,962			
	Aim & N Graphic Solutions LLC dba Red Elephant	x	x	x	x	$ 7,242			
	Fletco Construction	x	x	x	x		$ 3,986,300		

CSP 12-D	WINDOW TREATMENTS	1	2	3	4	Total Proposal Amount	COMBINATION PROPOSAL	Alt #1 HVAC & Electrical Updates	Alt #2 Restore existing wood floor ILO new floor coverings
	Capitol Blind and Drapery Company, Inc.	X	X	X	X	$ 24,359			
	CoverPoint Solutions	X	X	X	X	$ 25,955			
	Republic Window Coverings	X	X	X	X	$ 27,284			
	Kites Interiors	X	X	X	X	$ 39,530			
	Kenmark Interiors	X	X	X	X	$ 39,562			
	Fletco Construction	X	X	X	X		$ 3,986,300		
CSP 21-A	FIRE SPRINKLER SYSTEM	1	2	3	4	Total Proposal Amount	COMBINATION PROPOSAL	Alt #1 HVAC & Electrical Updates	Alt #2 Restore existing wood floor ILO new floor coverings
	Automatic Fire Protection, LLC	X	X	X	X	$ 27,900			
	Service Fire & Industrial, Inc.	X	X	X	X	$ 235,000			
	Fletco Construction	X	X	X	X		$ 3,986,300		
CSP 22-A	PLUMBING	1	2	3	4	Total Proposal Amount	COMBINATION PROPOSAL	Alt #1 HVAC & Electrical Updates	Alt #2 Restore existing wood floor ILO new floor coverings
03b, 22a, 23a, 26a, 31a	A Brush Above Services, LLC	X	X	X	X	$ 105,000			
	Fletco Construction	X	X	X	X		$ 3,986,300		
CSP 23-A	HVAC	1	2	3	4	Total Proposal Amount	COMBINATION PROPOSAL	Alt #1 HVAC & Electrical Updates	Alt #2 Restore existing wood floor ILO new floor coverings
	McDaniel Air & Heat	X	X	X	X	$ 172,988		$ 224,407	
03b, 22a, 23a, 26a, 31a	A Brush Above Services, LLC	X	X	X	X	$ 360,000		$ 250,000	
	Fletco Construction	X	X	X	X		$ 3,986,300		

CSP 26-A	ELECTRICAL	1	2	3	4	Total Proposal Amount	COMBINATION PROPOSAL	Alt #1 HVAC & Electrical Updates	Alt #2 Restore existing wood floor ILO new floor coverings
	Ticer Electric LLC	x	x	x	x	$ 399,365		$ 69,559	
	Imperial Electrical Contracting, LLC	X	X	X	X	$ 519,377		$ 111,170	
03b, 22a, 23a, 26a, 31a	A Brush Above Services, LLC	x	x	x	x	$ 781,000			
	Fletco Construction	x	x	x	x		$ 3,986,300		
CSP 27-A	VOICE AND DATA CABLING	1	2	3	4	Total Proposal Amount	COMBINATION PROPOSAL	Alt #1 HVAC & Electrical Updates	Alt #2 Restore existing wood floor ILO new floor coverings
CSP 27-B	AUDIO/VISUAL SYSTEMS	1	2	3	4	Total Proposal Amount	COMBINATION PROPOSAL	Alt #1 HVAC & Electrical Updates	Alt #2 Restore existing wood floor ILO new floor coverings
CSP 27-C	COMMUNICATION SYSTEMS	1	2	3	4	Total Proposal Amount	COMBINATION PROPOSAL	Alt #1 HVAC & Electrical Updates	Alt #2 Restore existing wood floor ILO new floor coverings
CSP 28-A	FIRE ALARM SYSTEMS	1	2	3	4	Total Proposal Amount	COMBINATION PROPOSAL	Alt #1 HVAC & Electrical Updates	Alt #2 Restore existing wood floor ILO new floor coverings
08a, 09e, 10a, 28a	Integrity One Solutions, LLC	x	x	x	x	$ 2,405	$ 106,510		
	Ener-Tel Services I, LLC	X	X	X	X	$ 135,400			
	Fletco Construction	x	x	x	x		$ 3,986,300		
CSP 28-B	SECURITY - ACCESS CONTROL SYSTEMS	1	2	3	4	Total Proposal Amount	COMBINATION PROPOSAL	Alt #1 HVAC & Electrical Updates	Alt #2 Restore existing wood floor ILO new floor coverings

CSP 28-C	SECURITY - VIDEO CAMERA SYSTEMS	1	2	3	4	Total Proposal Amount	COMBINATION PROPOSAL	Alt #1 HVAC & Electrical Updates	Alt #2 Restore existing wood floor ILO new floor coverings
CSP 28-D	SECURITY - INTRUSION DETECTION SYSTEM	1	2	3	4	Total Proposal Amount	COMBINATION PROPOSAL	Alt #1 HVAC & Electrical Updates	Alt #2 Restore existing wood floor ILO new floor coverings
CSP 31-A	EXCAVATION	1	2	3	4	Total Proposal Amount	COMBINATION PROPOSAL	Alt #1 HVAC & Electrical Updates	Alt #2 Restore existing wood floor ILO new floor coverings
	J&K Moore Enterprises LLC	X	X	X	X	$ 300,000			
	Custom Cutters	X	X	X	X	$ 385,500			
03b, 22a, 23a, 26a, 31a	A Brush Above Services, LLC	X	X	X	X	$ 669,500			
	Fletco Construction	X	X	X	X		$ 3,986,300		
CSP 32-B	LANDSCAPE AND IRRIGATION	1	2	3	4	Total Proposal Amount	COMBINATION PROPOSAL	Alt #1 HVAC & Electrical Updates	Alt #2 Restore existing wood floor ILO new floor coverings
	Norman Irrigation & Landscape, LLC	X	X	X		$ 243,249			
	Fletco Construction	X	X	X	X		$ 3,986,300		
	MISCELLANEOUS	1	2	3	4	Total Proposal Amount	COMBINATION PROPOSAL	Alt #1 HVAC & Electrical Updates	Alt #2 Restore existing wood floor ILO new floor coverings
	Fletco Construction	X	X	X	X		$ 3,986,300	$ 297,121	$ 69,162