

IRVING INDEPENDENT SCHOOL DISTRICT

Working - BOARD OF TRUSTEES
5:00 PM

Irving ISD Board Room
2621 West Airport Freeway
Irving, TX 75062
Monday, September 22, 2025

A G E N D A

- I. **CALL TO ORDER FOR 5:00 P.M. WORK SESSION**
- II. **PUBLIC COMMENTS**
 - A. Public Comment - Individuals Wishing to Address the Board on Agenda Items.
- III. Special Recognition
- IV. **DISCUSSION**
 - A. Receive Presentation on Irving Independent School District 2024-2025 School Year Climate Survey Results (D. Galindo) 3
 - B. Receive Presentation on Irving Independent School District State Accountability and Assessment Results (D. Galindo) 26
 - C. Receive Presentation from Irving ISD Athletics Department (A. Smith) 56
 - D. Discuss Items on the September 22, 2025, Regular Board Meeting Agenda
- V. **EXECUTIVE SESSION** - The Board May Recess the Open Meeting and Reconvene in a Closed Meeting Pursuant to the Following Sections of the Texas Government Code and as Authorized by Sections 551.071-551.076 and 551.082-551.084 Therefore of
 - A. Section 551.071 - To Seek the Advice of the Board's Attorney About:
 - 1. Pending or Contemplated Litigation, Settlement Offer, or Matter Under Investigation.
 - 2. A Matter in Which the Professional Duty of the Attorney to the Board Conflicts with the Applicable Provisions of the Texas Open Meetings Act.
 - B. Section 551.072 - To Deliberate the Purchase, Exchange, Sale, Lease or Value of Real Property if such Deliberation in Open Session Would Have a Detrimental Effect on the Board's Position in Negotiations with a Third Party.

C. Section 551.074 - To Deliberate the Appointment, Employment, Resignation, Evaluation, Reassignment, Proposed Nonrenewals, Termination, Duties, Discipline, or Dismissal of a Public Officer or Employee; or to Hear a Complaint or Charge Against an Officer or Employee.

D. Safety and Security — Discussion of District - Wide Intruder Detection Audit Report Findings - District Vulnerability Assessment

VI. **RECONVENE** from Closed Meeting for Action Relative to Items Covered in Such Meeting.

A. Consider Action by the Board Related to Pending or Contemplated Litigation, Settlement Offer, or Matter Under Investigation.

B. Consider Action Regarding Purchase, Exchange, Sale, Lease or Value of Real Property.

C. Public Comments - Individuals Wishing to Address the Board or Make Comments Regarding Issues Not on the Agenda will be Heard at this Time.

VII. **ADJOURNMENT**

PRESENTATION ON IRVING INDEPENDENT SCHOOL DISTRICT 2024-2025 SCHOOL YEAR
CLIMATE SURVEY RESULTS:

The Board of Trustees will be presented with an in-depth analysis of the Irving ISD Climate Survey results administered in May of 2025. The presentation will focus on key trends and insights gathered from staff, students, and families, highlighting strengths and areas for improvement across the district. The presentation aims to inform strategic decisions that will enhance the overall school environment and align with the district's commitment to creating a supportive and inclusive atmosphere for all stakeholders.

\$1,000

EXTRA YARD
TEACHER

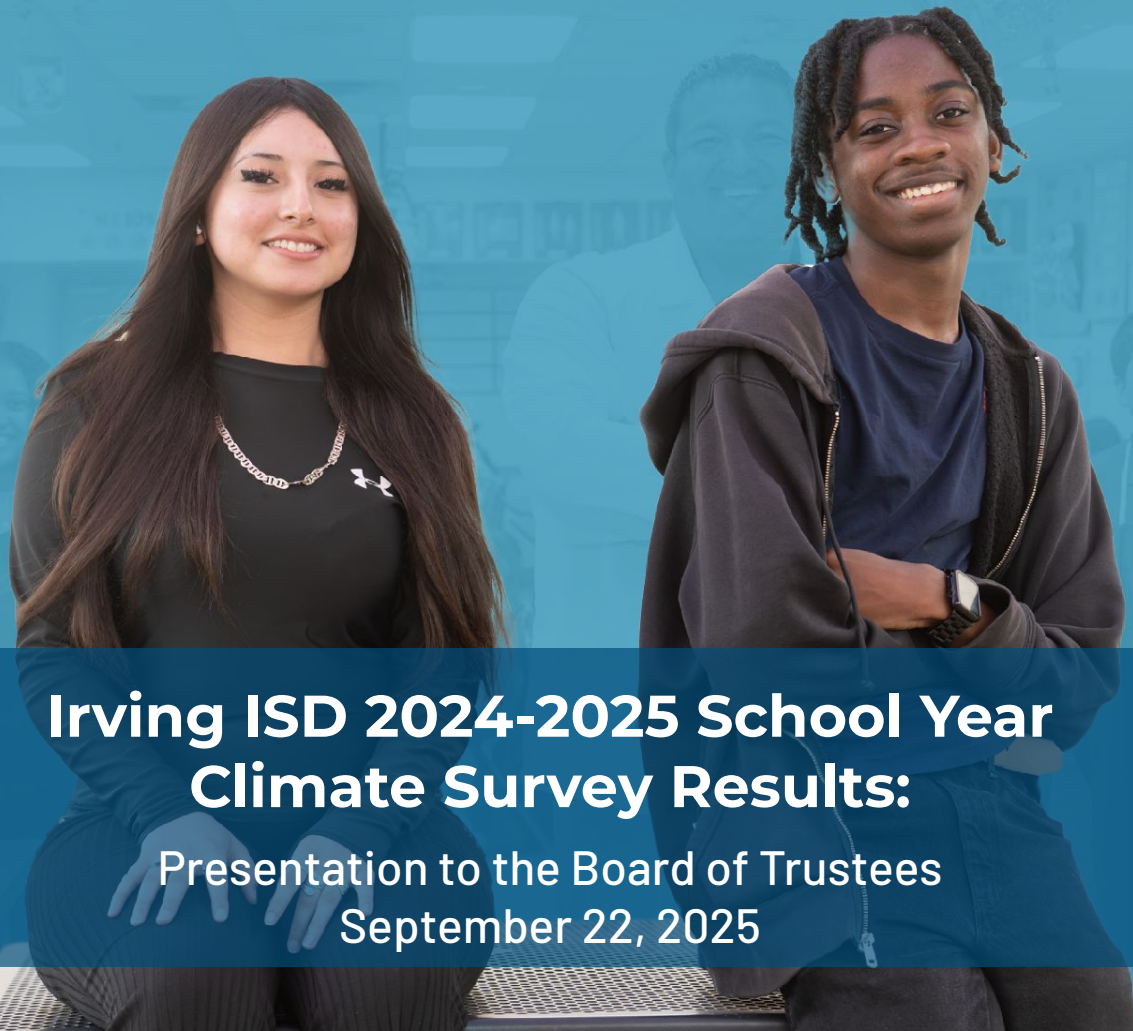


IRVING

INDEPENDENT SCHOOL DISTRICT

September 22, 2025

Exhibit IV-A



Irving ISD 2024-2025 School Year Climate Survey Results:

Presentation to the Board of Trustees
September 22, 2025

Introduction

Survey Timeline

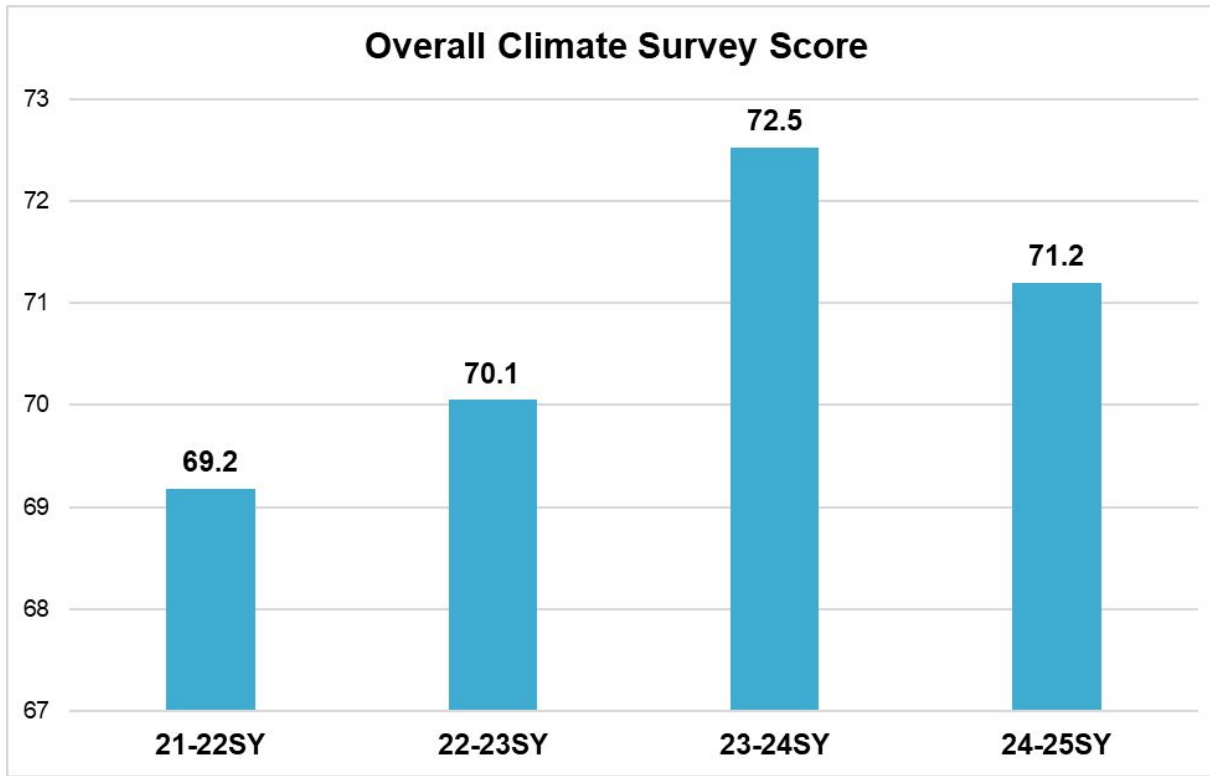
- Response window:
May 1st- May 30th, 2025
- Distribution Methods:
 - Employees: emailed link, text message reminders
 - Parents and students: link on the district website, emailed link

Survey Group	24-25SY Completion Rate
Student	10,651 ⁶
Parent	4,104
Employees	1,515
Total Responses: 16,270	Response Rate: 35% (↑15%)

Climate Survey Objectives

- Maintain consistency for longitudinal analysis
 - 4th consecutive year (and final) of conducting this survey in IISD
 - Minor semantic adjustments to maximize participation
 - Enables trend analysis across stakeholder groups since SY 21-22
- Align questions to District Priorities, Core Values, and Board Goals
- Establish baseline for tracking progress
 - Sets foundation for monitoring and allows for more precise current and future analysis
- Inform resource allocation and
 - Helps effectively plan and allocate resources
 - Support achievement of long-term strategic objectives
 - Development of the District Improvement Plan

7



A score of 70 or higher indicates increasingly favorable sentiment and serves as our target.

District overall score improved.

The climate of Irving ISD reflects a district remains consistent across safety, trust, collaboration across students, staff, and families—while holding clear opportunities to deepen connections, communication, and well-being supports.

Positive Trends

- Safety and trust improving across students, parents, and staff
- High expectations and encouragement consistently strong
- Teacher morale and collaboration on the rise
- Leadership increasingly viewed as data-driven and empowering
- Campus culture and peer support remain strong

9

Areas of Opportunity

- Strengthen communication with families on learning and support at home
- Deepen student–teacher connections and daily instructional follow-through
- Enhance district-level visibility, transparency, and staff voice in decisions
- Expand focus on staff well-being and confidence in financial priorities
- Build stronger trust between district leadership and campus leaders

\$1,000

**EXTRA YARD
TEACHERS**

Stakeholder Insights

11

Students

- Safety perceptions have **improved significantly** (77% feel safe) from 63% in 2023
- Tiredness is **top barrier to learning**
- Family responsibilities, routines, and school climate drive absenteeism
- Bullying and cyberbullying remain concerns; many students unclear on definitions

Parents

- Parents **feel welcomed** in decisions (83%)
- **Safety confidence** is strong: 86% say their child feels safe at school
- Teachers **seen as caring, encouraging**, and having high expectations
- **Opportunities:** strengthen communication on learning, home support, and timely updates

Teachers

- Teacher **morale rising** (84% look forward to work); collaboration strong
- Campus leadership **improving: visibility**, data use, input-seeking up to 68%
- District-level trust mixed: ~65% see support for learning, ~50% on finances & input
- **Well-being**: stronger at campus level than district; room to grow at system level

September 22, 2025

Leaders

- Campus leaders strong: 80%+ support learning, use data well
- **Staff voice growing: input-seeking** up to ~68%
- District leadership mixed: 79% support learning, 42% trust finances
- Well-being **experience gap**: campus 79% vs. district 68%
- Culture improving: **staff feel empowered, respected, supported**

Exhibit IV-A

\$1,000

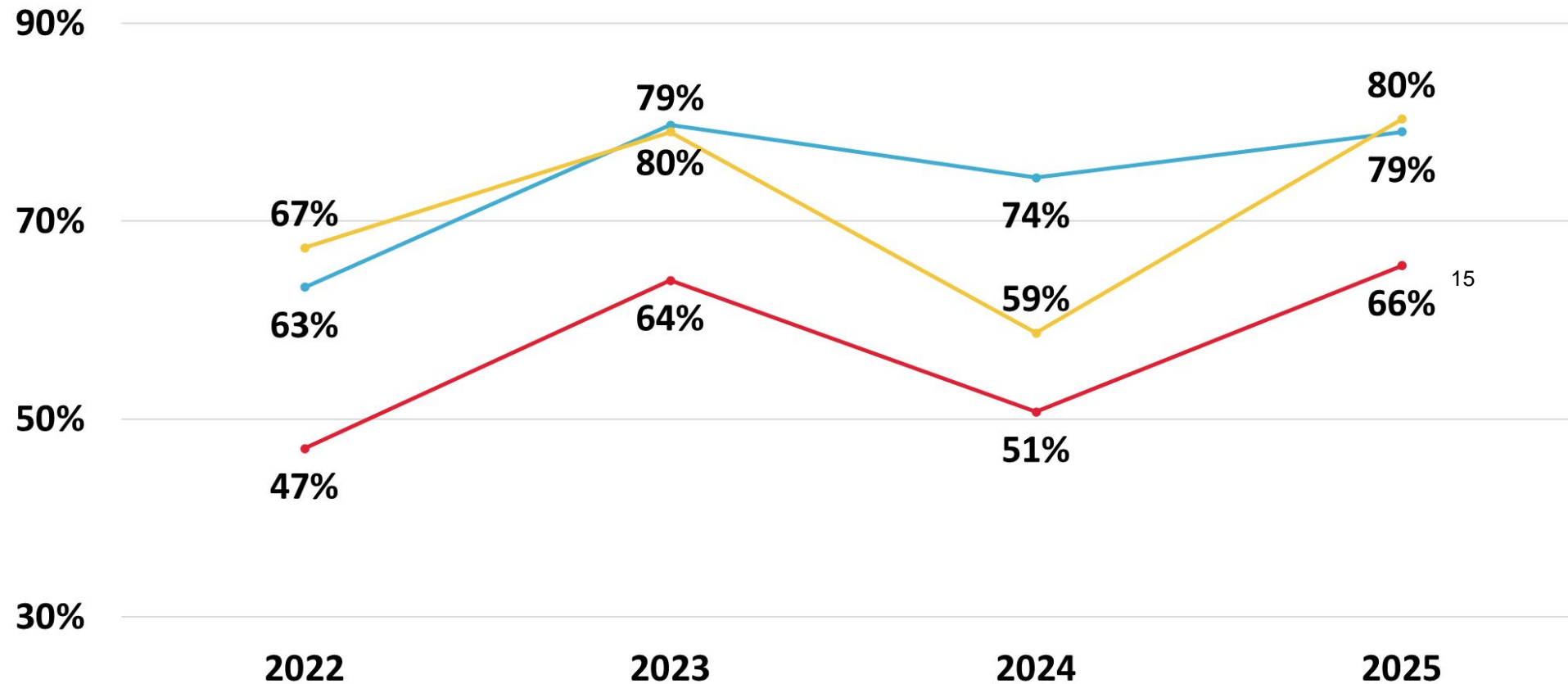
**EXTRA YARD
TEACHERS**

Perceptive Differences Between Teachers & Leaders: District Decision Making

14

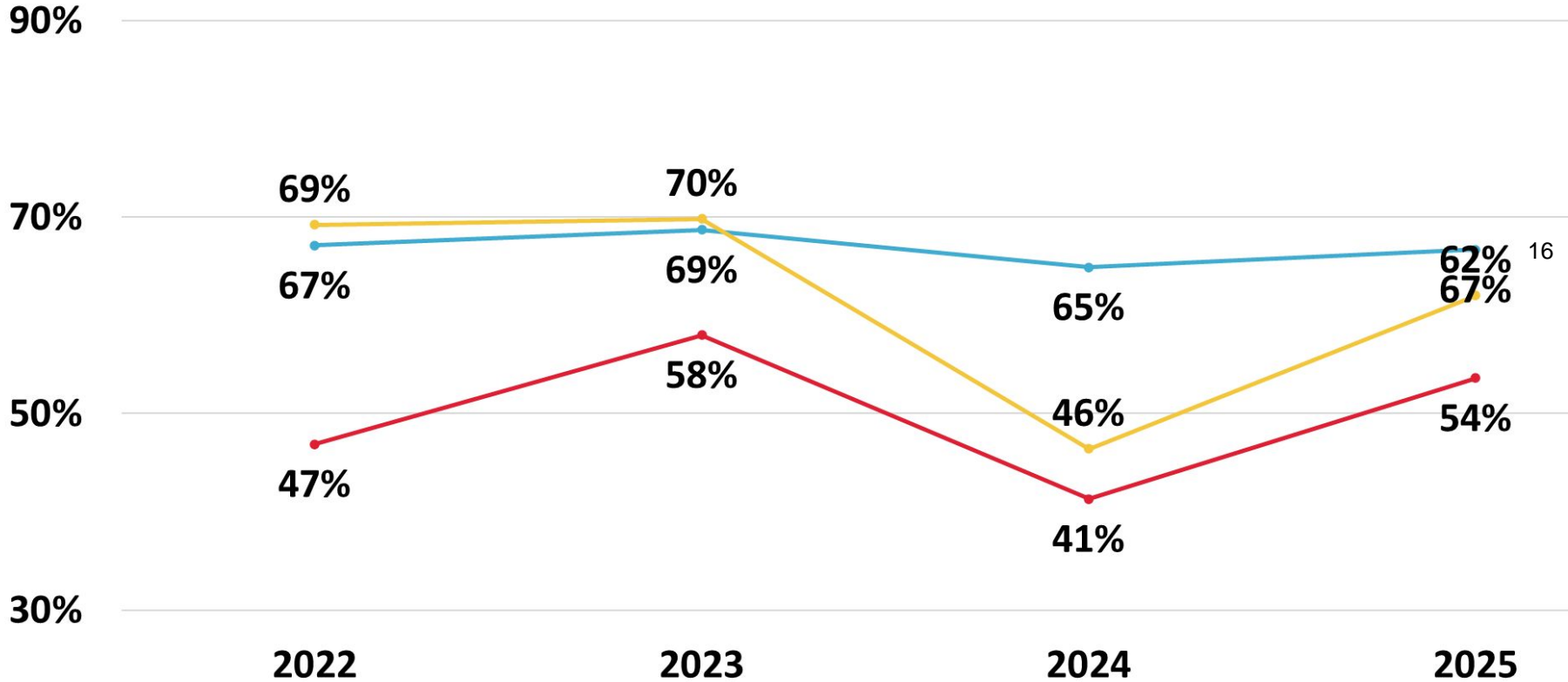
District Leaders make decisions that support student learning.

Teachers District Leaders Campus Leaders



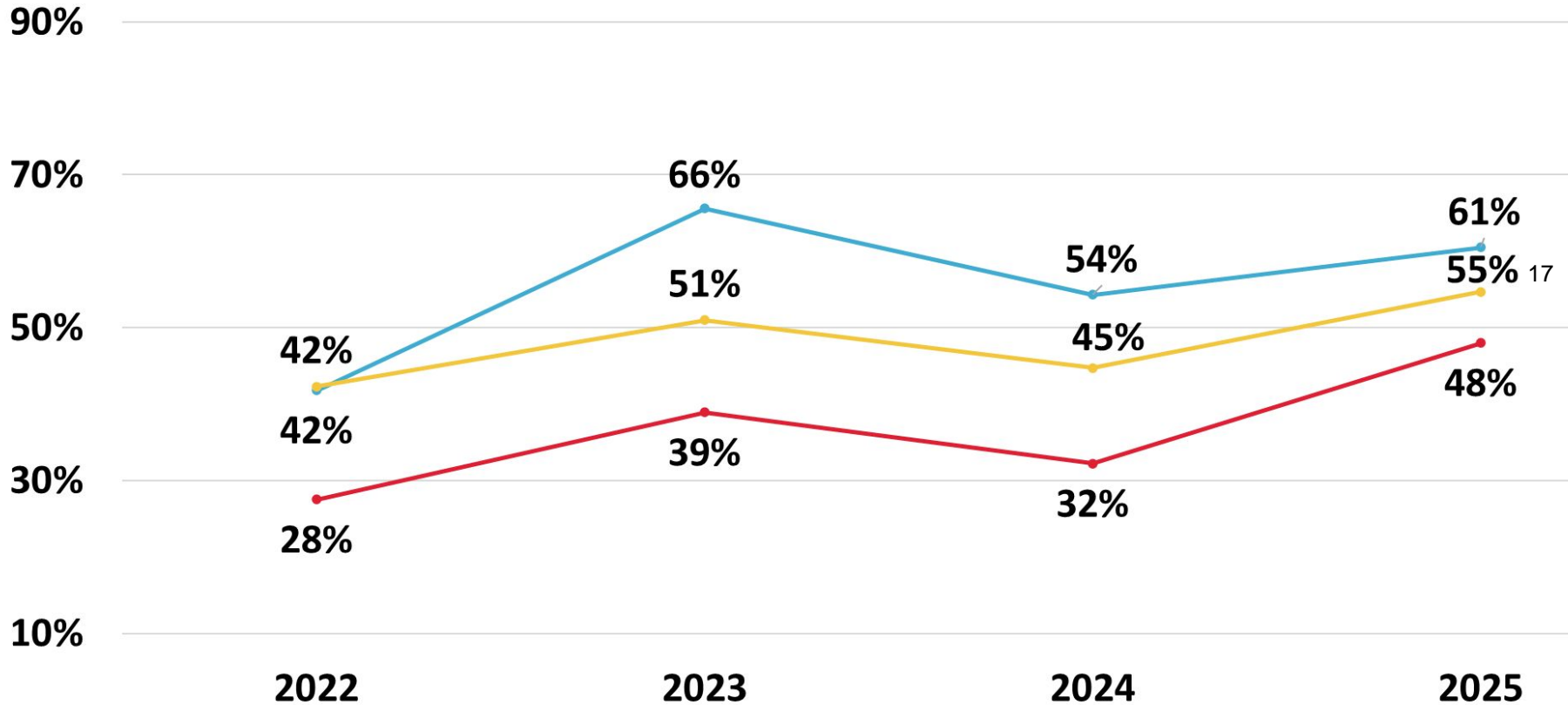
District leaders make financial decisions that support our students.

Teachers District Leaders Campus Leaders



District leaders seek input from employees as part of the decision-making and improvement process.

Teachers District Leaders Campus Leaders



\$1,000

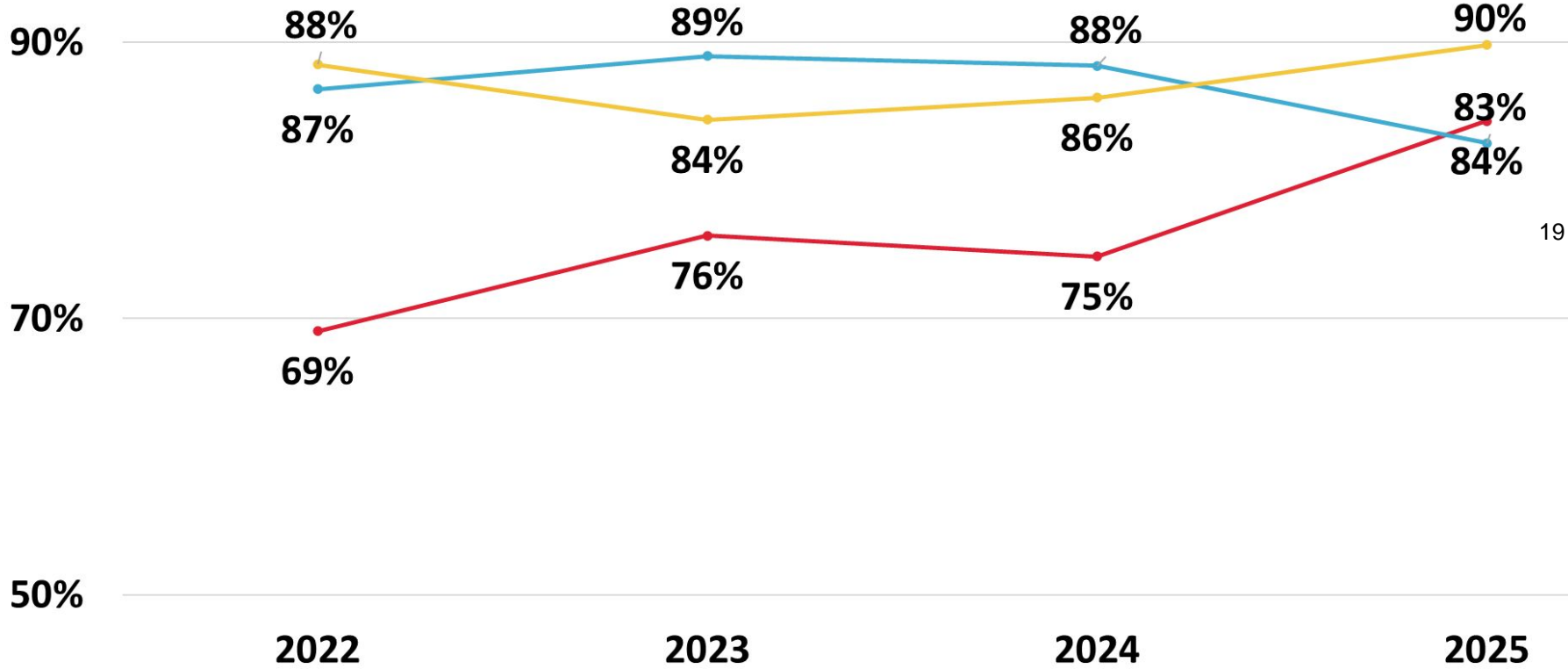
**EXTRA YARD
TEACHERS**

Perceptive Differences Between Teachers & Leaders: Well-being Support

18

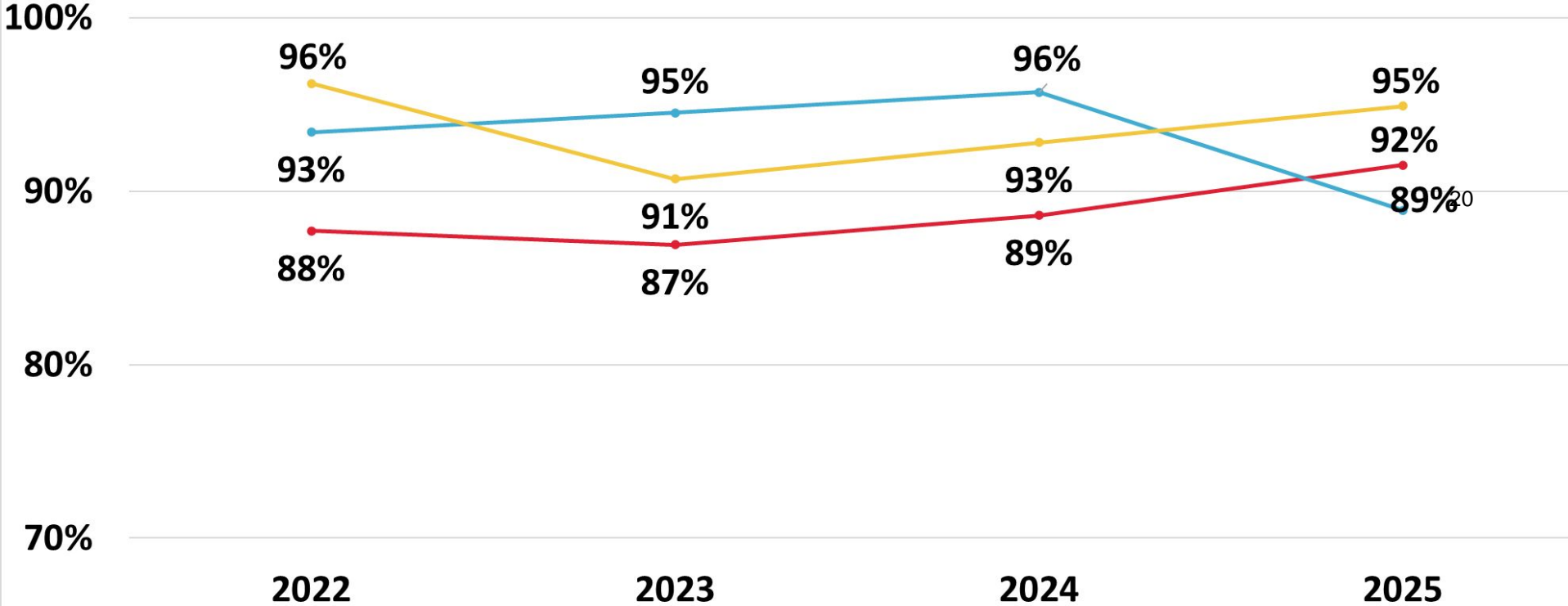
I look forward to going to work.

— Teachers — District Leaders — Campus Leaders



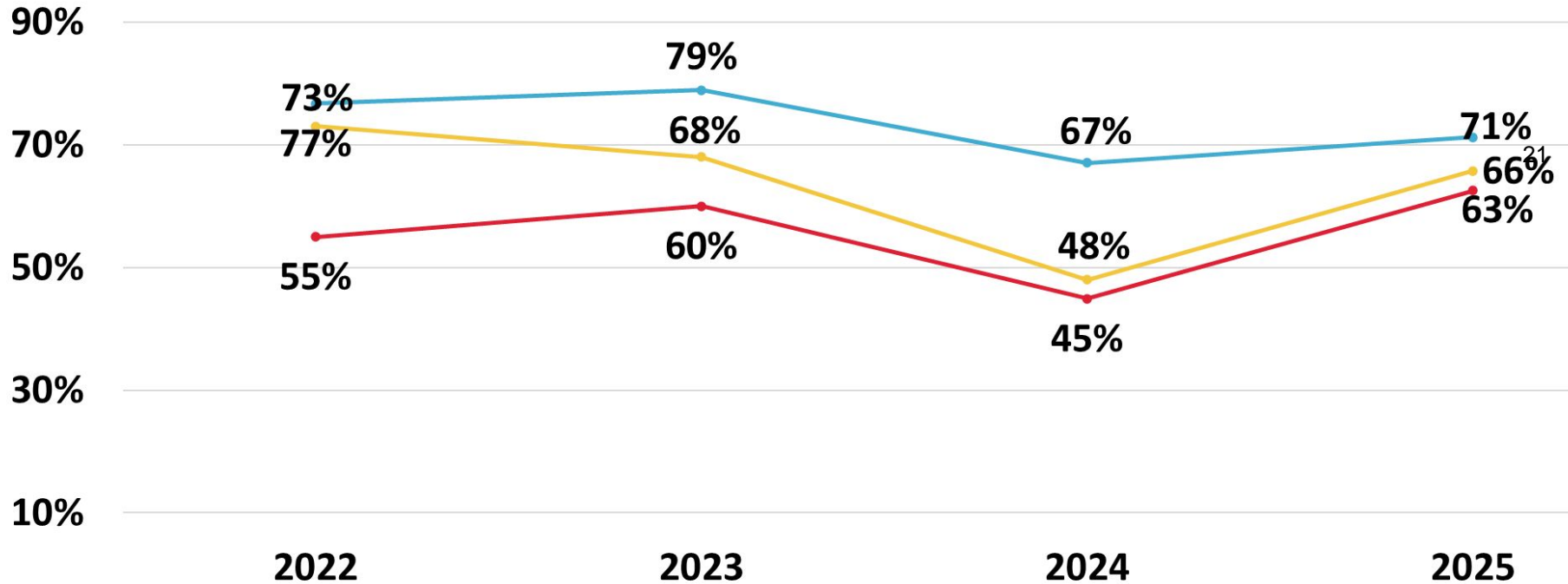
My coworkers care about and support each other when times are difficult or stressful.

— Teachers — District Leaders — Campus Leaders



The district has my well-being in mind.

— Teachers — District Leaders — Campus Leaders



Focus Areas for District Improvement Alignment

Focus Area	Survey Evidence	DIP Goal Alignment	Recommended Strategies
Student Well-Being & Safety	77% students feel safe (+14 since 2023); only 63% say teachers aware of problems	Goal 3: Facilities	Expand supports, daily check-ins, communication regarding safety initiatives
Parent Engagement & Communication	Parents feeling welcome fell from 88% (2022) to 79% (2025); info on learning stalled at 55–59%	Goal 2: Parent & Community Engagement	Strengthen communication, parent partnerships, inclusivity efforts
Teacher Support & Trust in District Leadership	Only 48% teachers say district leaders aware of concerns; 54% trust financial decisions	Goal 4: Superintendent's Staff Retention Goal	Increase transparency, feedback loops, resource alignment
Campus & District Leadership Culture	Campus leaders rated high; district leaders improving in visibility (82%) but input-seeking perception low (61%)	Goal 1: Academic Readiness	Build leadership capacity, increase shared decision-making, financial transparency
Staff Well-Being & Retention	Teacher well-being 79%, campus leaders 66%, district leaders 71%; rebounding after 2024 dip	Goal 4: Superintendent's Staff Retention Goal	Integrate wellness initiatives, sustain focus on morale across levels

\$1,000

**EXTRA YARD
TEACHERS**

Any Questions?

EXCELLENCE **in**
ACTION



PRESENTATION ON IRVING INDEPENDENT SCHOOL DISTRICT STATE ACCOUNTABILITY AND ASSESSMENT RESULTS:

A presentation will be given to the Board on Irving ISD's state accountability assessment results, providing a comprehensive analysis of the data, highlighting both strengths and areas for improvement. The aim is to ensure that all stakeholders: students, parents, teachers, and community members gain a clear understanding of the district's educational performance.

\$1,000

EXTRA YARD
TEACH



IRVING

INDEPENDENT SCHOOL DISTRICT

September 22, 2025

Exhibit IV-B

Irving ISD State Accountability and Assessment Overview

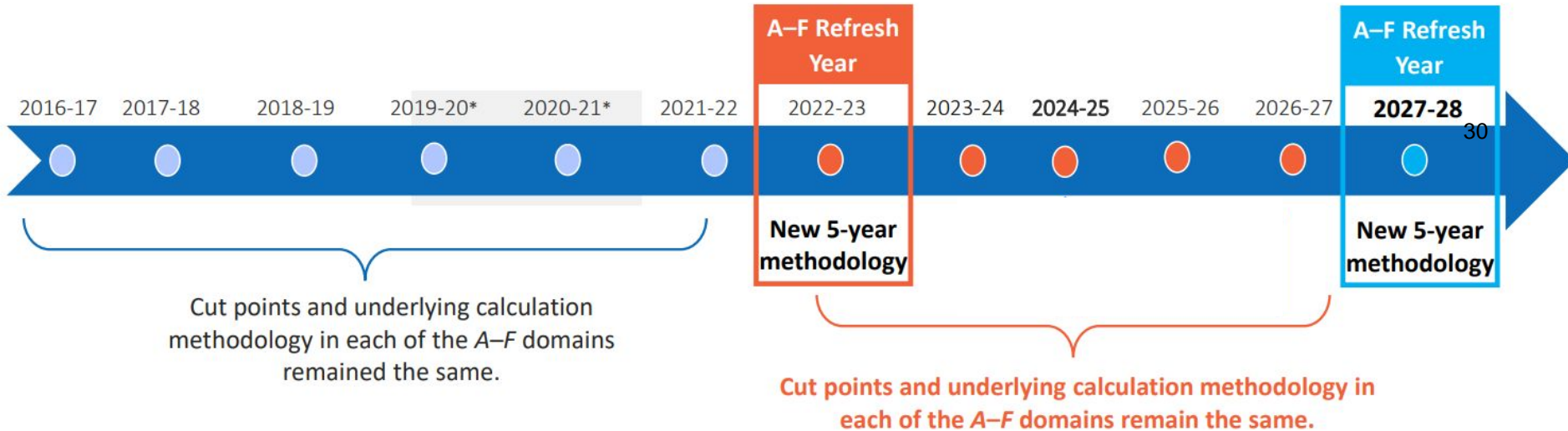
September 22nd, 2025

Brief Review of A-F System

September 22, 2025

Exhibit IV-B

The A-F System Remains



Calculating Overall A-F Results

Better of Achievement or Progress: 70%

30%

CHOOSE
THE
HIGHER
OF



**Student
Achievement**
What students
know and can do

School Progress

How far students have come or how
campuses have done compared to
similar comparison groups

**Better of Growth or
Relative Performance**



**Academic
Growth**

CHOOSE
THE
HIGHER
OF



**Relative
Performance**

+

=



**Closing
The Gaps**
How different
student groups
are performing

31
**OVERALL
GRADE**

[Click for an example of how
school results are calculated](#)

September 22, 2025

Note: If a campus receives a D or an F for 3 of the 4 domains listed above, their final scale score is capped at 69 and 59 (respectively), unless the campus is not scored on all four domains, or the student achievement domain is above a D or F (respectively).

Exhibit IV-B



2025 A-F Ratings and District and Overall Campus Overview of Accountability Performance

Overall District Ratings Results: 2024 to 2025 Comparison

STATEWIDE: Texas Districts: 2024 vs 2025 Ratings

Ratings	2024	2025
A 90-100	11%	14%
B 80-89	37%	41%
C 70-79	33%	30%
D 60-69	15%	12%
F ≤ 59	3%	3%

24% districts increased in ratings from the prior year.

Stayed the Same	Increased	Decreased
773	285	145
64%	24%	12%

88% of districts stayed in the same score or improved from the prior year.

IRVING ISD: 2024 to 2025 Ratings

2024		2025	
Scale Score	Rating	Scale Score	Rating
C	73	76	C

Overall Campus Ratings Results: 2024 to 2025 Comparison

STATEWIDE: Campuses: 2024 vs 2025 Ratings

Ratings	2024	2025
A 90-100	18%	23%
B 80-89	31%	33%
C 70-79	25%	24%
D 60-69	14%	10%
F ≤ 59	8%	4%

31% campuses increased in ratings from the prior year.

Stayed the Same	Increased	Decreased
4855	2714	1290
55%	31%	15%

86% of campuses stayed in the same score or improved from the prior year.

IRVING ISD Campuses: 2024 to 2025 Ratings

2024	2025
0%	0%
14%	18%
58%	32%
28%	41%
0%	9%

15% of **Irving ISD** campuses increased in ratings from the prior year.

Stayed the Same	Increased	Decreased
16	5	13
47%	15%	38%

62% of **Irving ISD** campuses stayed in the same score or improved from the prior year.

Overall Irving ISD Rating Results: 2019 to 2025

District Performance Over Time					
2019	2022	2022 "What If"	2023	2024	2025
87	84	76	72	73	76

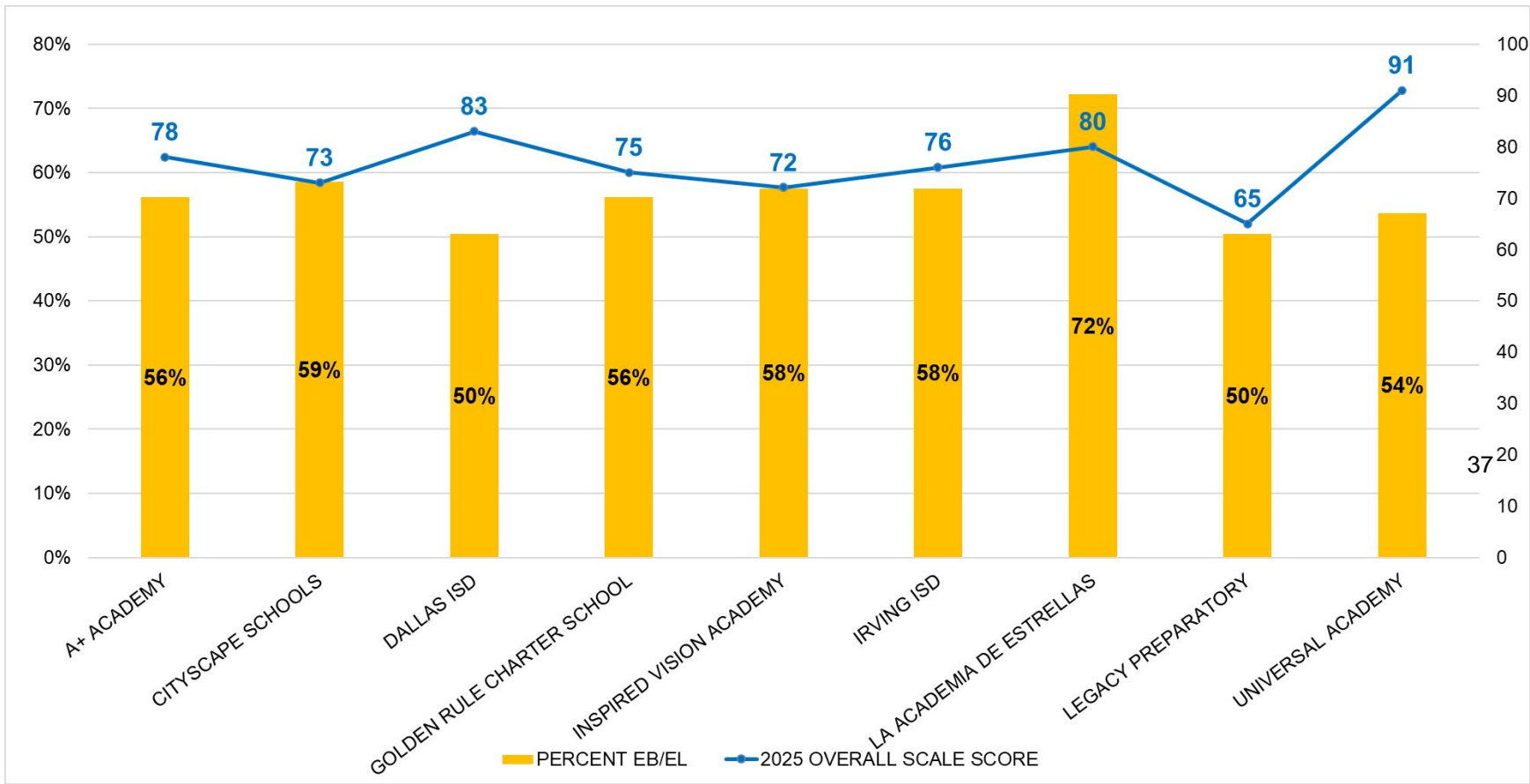
35

2023 scores are different than previous years due to updated standards that include STAAR redesign, AI scoring, and how district ratings are now calculated using a weighted average of campus ratings by enrollment.

2022 "What If" scores apply the new standards to 2022 results to help compare scores from 2022 and beyond.

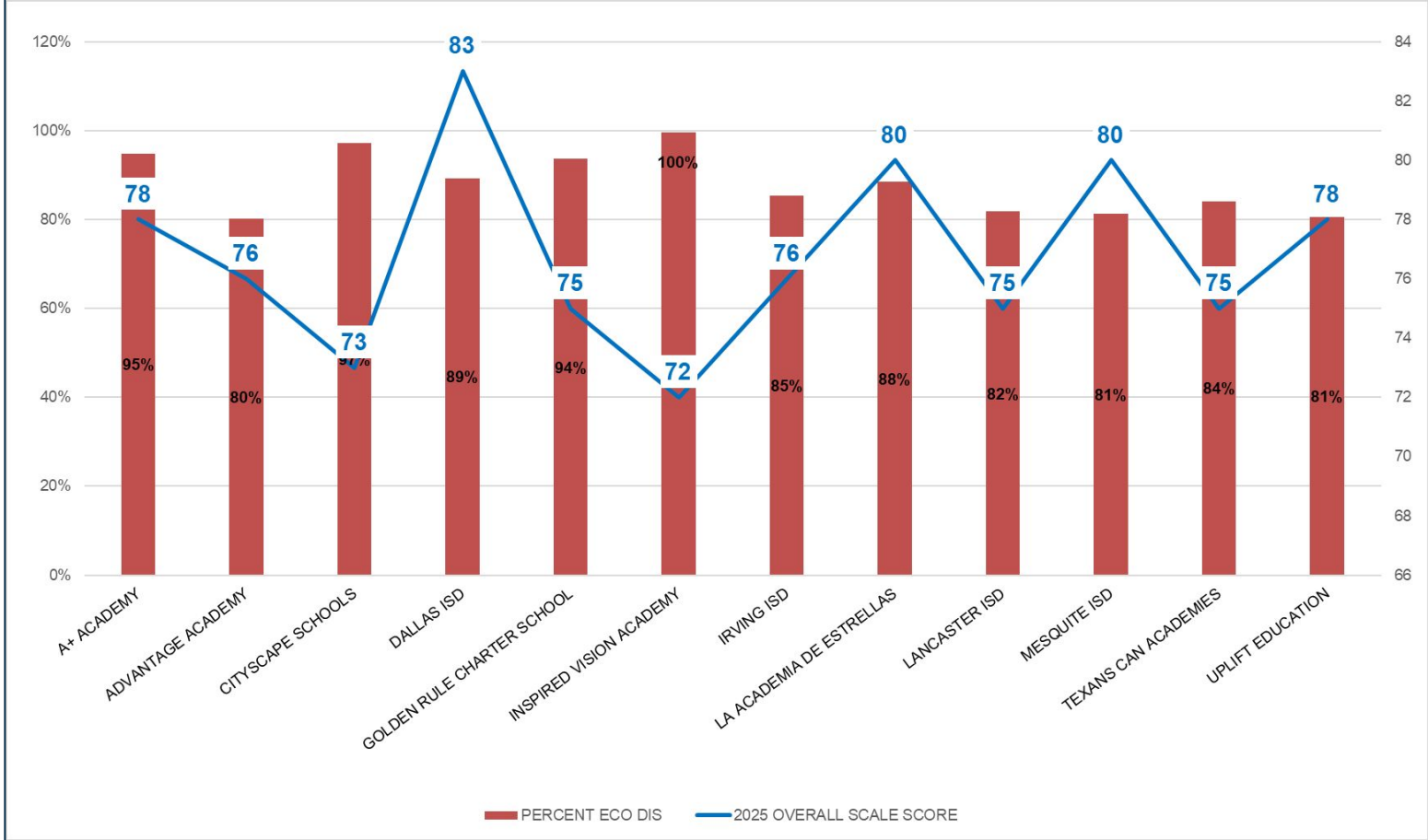
A photograph of two young men standing side-by-side, smiling. They are both wearing aprons over their shirts. The man on the left is wearing a red polo shirt and a dark apron. The man on the right is wearing a black hoodie and a dark apron. They are holding several green leafy plants. The background is a solid red color. A semi-transparent blue banner is overlaid across the middle of the image, containing the title text.

Region 10, Dallas County Comparisons for 2025 Accountability Performance



Source Data: <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2025-accountability-rating-system>

Region 10: Dallas County School Districts (ISDs and Charters ~1000+Enrollment) Overall Scale Score and Emergent Bilingual Percentages of 50% or more



38

Source Data: <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2025-accountability-rating-system>

**Region 10: Dallas County School Districts (ISDs and Charters ~1000+Enrollment)
Overall Scale Score and Economically Disadvantaged Percentages of 80% or more**

\$1,000

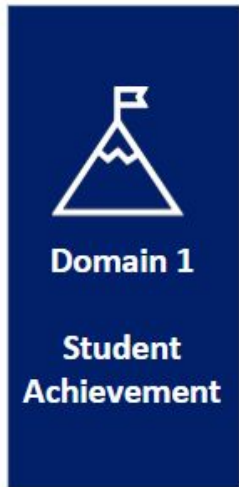
**EXTRA YARD
TEACHERS**

Domain 1: Student Achievement

39

Domain 1: Student Achievement

Ratings in this domain are based on how many students are approaching, meeting, and mastering grade level on STAAR as well as how many students graduate and whether those graduates are ready for college, a career, or the military.



Elementary

- 100% STAAR



Middle

- 100% STAAR



High
Schools &
K-12s

- 40% STAAR
- 40% College, Career,
Military Ready (CCMR)
- 20% Graduation Rate

STAAR

Rather than being based solely on a particular passing rate, A-F uses an average for the percentage of STAAR results at the following:

- Approaches Grade Level or above
- Meets Grade Level or above
- Masters Grade Level

College Ready

- Meet criteria on AP/IB exams
- Meet TSI criteria (SAT/ACT/TSIA) or complete a college prep course in reading and mathematics
- Complete dual credit course(s) or QnRamps course
- Earn an associate degree
- Graduate under an advanced diploma plan and be identified as a current special education student

40

Career & Military Ready

- Earn an industry-based certification after completing a program of study
- Earn a Level I or Level II certificate
- Graduate with completed IEP and workforce readiness (graduation type codes 04, 05, 54, or 55)
- Enlist in the United States Armed Forces or Texas National Guard

[Click here for examples for how student achievement is calculated](#)

Domain I Results

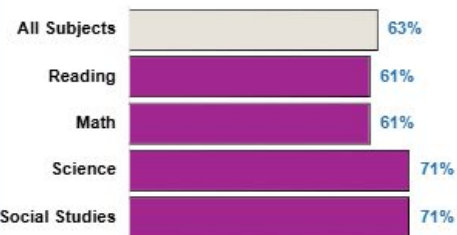
Rating



71 out of 100

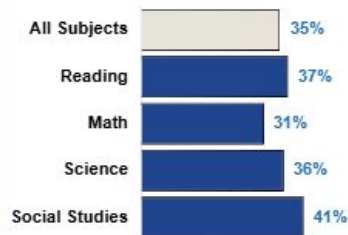
STAAR Performance Details

Percentage of Students Approaching Grade Level or Above



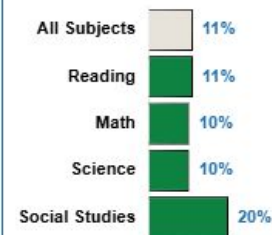
Subject	This District	State
All Subjects	63%	75%
Reading	61%	76%
Math	61%	72%
Science	71%	78%
Social Studies	71%	77%

Percentage of Students Meeting Grade Level or Above



Subject	This District	State
All Subjects	35%	50%
Reading	37%	54%
Math	31%	45%
Science	36%	47%
Social Studies	41%	50%

Percentage of Students Mastering Grade Level



Subject	This District	State
All Subjects	11%	21%
Reading	11%	23%
Math	10%	20%
Science	10%	17%
Social Studies	20%	27%

41

Domain I Results

Rating



71 out of 100

College, Career, and Military Readiness Details

CCMR Criteria	This District	State
Total credit for CCMR criteria	93.0%	82.0%
Scored at or above the college ready standard on SAT, ACT, TSIA, or earned credit for a college prep course	80.1%	57.4%
Scored at or above the college ready standard on SAT, ACT, TSIA	17.8%	34.0%
Met criterion score on AP/IB exam(s)	26.3%	21.1%
Earned college credit for a dual credit course	16.8%	25.1%
Earned an industry-based certification	34.1%	35.0%
Earned a level I or level II certificate	0.0%	1.1%
Earned an associate degree	3.0%	3.1%
Completed an OnRamps course and qualified for college credit	0.0%	5.7%
Graduated with completed individualized education program (IEP) and workforce readiness	2.6%	2.7%
Graduated under an advanced diploma plan and identified as a current special education student	4.1%	6.0%
Enlisted in the U.S. Armed Forces	0.3%	0.7%

Graduation Rate Details

	This District	State
Four-Year Graduation Rate	93.9%	90.7%
Five-Year Graduation Rate	93.6%	92.1%
Six-Year Graduation Rate	94.7%	92.2%
Dropout Rate	1.3%	1.9%

Percentages displayed are for information purposes only and are not used in calculating district ratings

\$1,000

**EXTRA YARD
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Domain II: School Progress

43

Domain 2: School Progress Part A and B



Better of
Part A: Academic Growth
or
Part B: Relative Performance



The School Progress domain measures district and campus outcomes in two areas:

- The number of students that **grew at least one year academically** and number of students that were **accelerated** as measured by year-over-year STAAR results
- The achievement of students relative to campuses with **similar economically disadvantaged** percentages

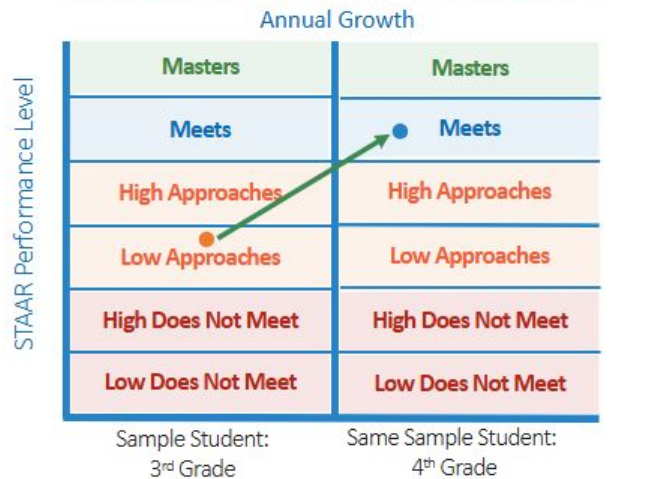
44

Domain 2: Student Progress

PART A:

Academic Growth

Aggregating individual student year-over-year gains



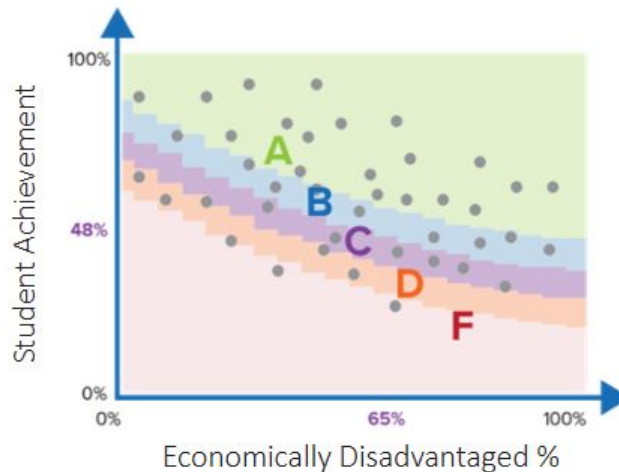
Accelerated Learning



PART B:

Relative Performance

Approximating growth using baseline adjusted proficiency targets



45

Domain II Results

Academic Growth Details

Annual Growth Score



This score approximates the percentage of students that made at least one year of academic progress

Accelerated Learning Score

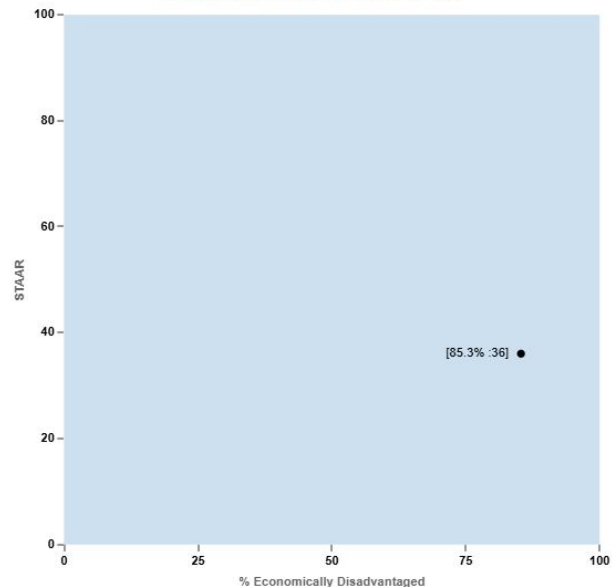


This score represents the percentage of students who were behind academically and made at least one year of academic progress

Percentages are for information purposes only and are not used in calculating district ratings

Relative Performance Details

STAAR Relative Performance

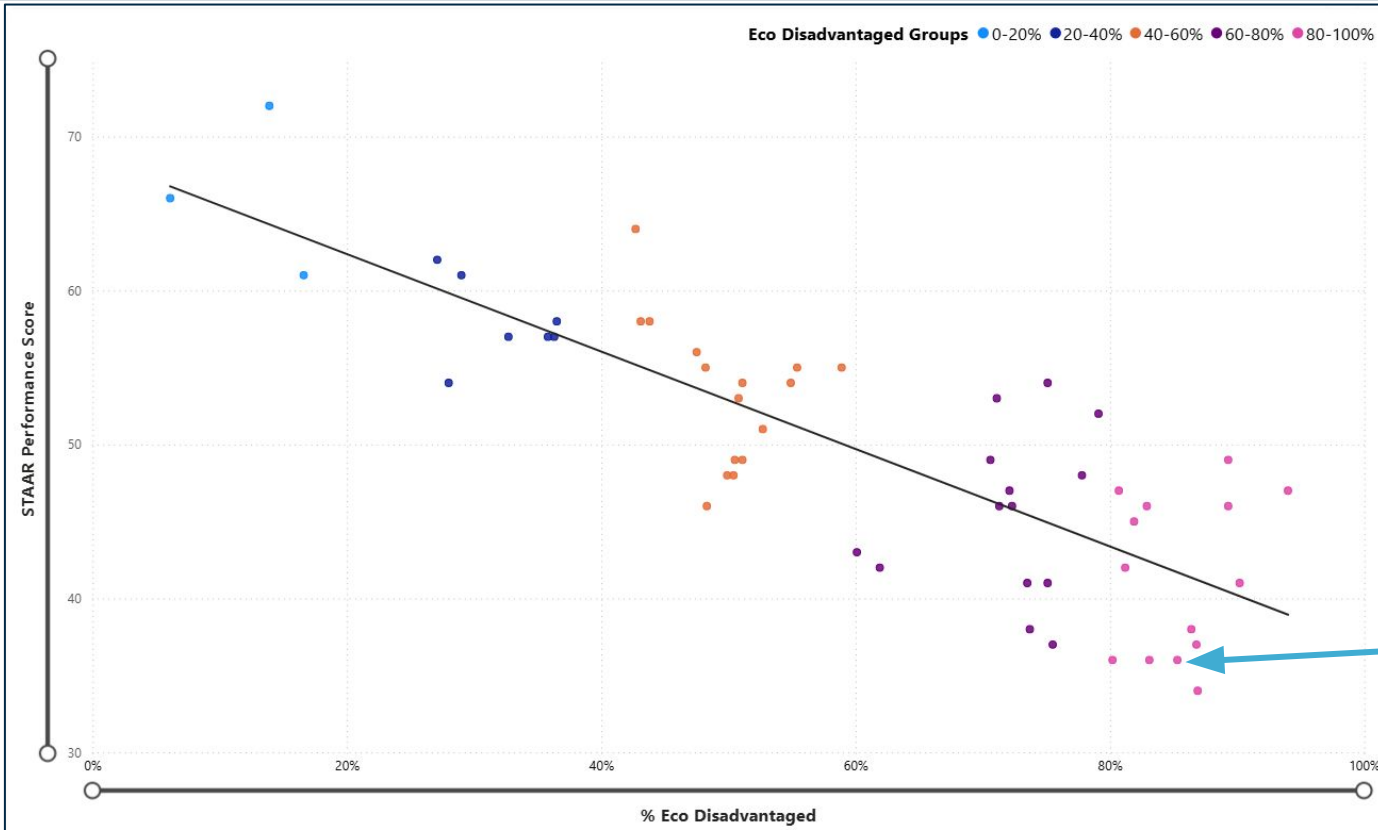


The STAAR relative performance score is based on the Student Achievement STAAR score and the percent of economically disadvantaged students at a school. More information is given in the Dig Into the Data link below.

2024-25 Economically Disadvantaged: 85.3%

For informational purposes only, not used in calculating district ratings.

Correlation Analysis: Eco Dis vs. Performance Districts 25K+



\$1,000

**EXTRA YARD
TEACHERS**

Domain III – Closing the Gaps

48

Domain 3: Closing the Gaps

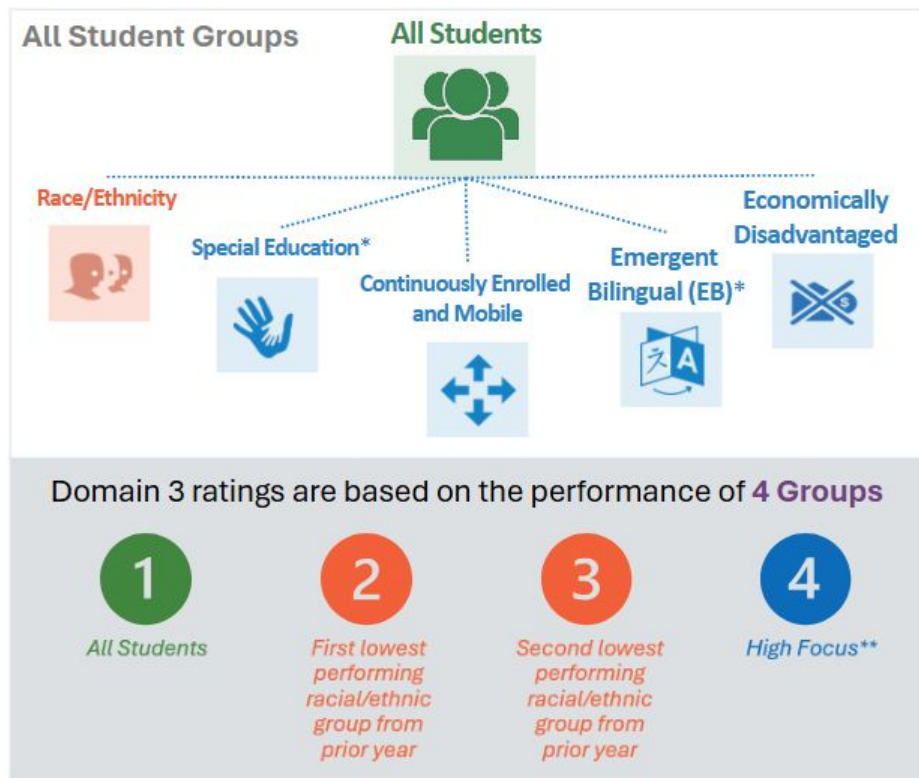


Domain 3

Closing the Gaps

- Domains 1 & 2 examine the performance of all students on average (for both achievement and progress).
- Domain 3 examines the performance of groups of students, to ensure gaps are closing (for both achievement and progress).

Domain 3 is used to comply to meet federal ESSA requirements



49

*Includes current and former/monitored SPED/EB

**High Focus is an unduplicated count of economically disadvantaged, EB, current special education, and/or highly mobile (homeless, migrant, or in foster care) students

33

Domain III Results

Closing the Gaps Details

	Academic Achievement		Growth Rate		Graduation Rate	Student Success	School Quality	English Language Proficiency
	Reading/Language Arts	Mathematics	Reading/Language Arts	Mathematics				
All Students	37%	31%	60%	60%	92.7%	36%	92%	
African American	40%	27%	63%	58%	91.4%	37%	91%	50
Hispanic	35%	29%	58%	60%	92.5%	35%	92%	
White	47%	40%	64%	69%	94.0%	46%	94%	
American Indian	25%	31%	49%	58%	88.5%	34%	88%	
Asian	67%	64%	71%	77%	97.8%	61%	94%	
Pacific Islander	44%	30%	60%	72%	(1.0%)	39%	(1%)	
Two or More Races	49%	30%	73%	62%	100.0%	42%	100%	
High Focus	35%	29%	59%	60%	91.7%	35%	92%	42%

In Summary:

September 22, 2025

Exhibit IV-B

Overall Performance Results: 2025

	Scaled Score	Rating	Proportion of Overall Rating
Overall	76	C	
Student Achievement	71	C	0%
School Progress	77	C	70%
Academic Growth	64	D	
Relative Performance (Eco Dis: 85.3%)	77	C	
Closing the Gaps	72	C	30%

 **Student Achievement**

71 out of 100

 **School Progress**

77 out of 100

 **Closing the Gaps**

72 out of 100

Better of Achievement or Progress: 70%

Domain II
77 out of 100

+

30%

72 out of 100

Overall Rating

76 out of 100



Questions?

EXCELLENCE **in**
ACTION



RECEIVE PRESENTATION AND UPDATE ON THE IRVING ISD ATHLETICS PROGRAM

SUBMITTED BY: ANDRE L. SMITH, CHIEF OF ADMINISTRATIVE SERVICES

BACKGROUND: The Irving ISD Athletics Department drives student development and success beyond just sports teams. Through its comprehensive programs, dedicated staff, and commitment to excellence, the department shapes not only athletes but future leaders, scholars, and citizens. The impact of athletics on students is profound, touching every aspect of their lives and preparing them to thrive in an increasingly complex world.

By nurturing talent, fostering character, and promoting wellness, the Irving ISD Athletics Department exemplifies the district's mission to empower students for lifelong success. Whether on the field, in the classroom, or within the community, the lessons learned through athletics resonate far beyond the final whistle, each program is designed not only to develop athletic prowess but also to instill life skills that will serve students well beyond their years in school.

Here to tell you more about the overall program are Mr. Michael Luttrell, Executive Director of Athletics and Ms. Natasha Stewart, Director of Athletics.

IRVING ISD
ATHLETICS



57



Executive Director of Athletics – Mike Luttrell



Director of Athletics – Natasha Stewart

- Leadership Development
 - Coordinators
 - Coaches
 - Student-Athletes
- Community Service/Partnerships
- Celebrations
 - Department Recognition, Campus Program Awards, Student-Athlete Scholarships
- Growth Opportunities



Leadership Development

Athletic Coordinators, Coaches, Student-Athletes

Leadership Development Coordinators



TEAMWORK



COLLABORATION



ALL IN

61



CO - LABOR



ONE TEAM ONE DREAM



WE ARE IISD ATHLETICS



Irving Feeder Pattern



Mac Feeder Pattern



Nimitz Feeder Pattern



Irving ISD Student-Athlete Leadership Team
WE ARE ONE

LEADERSHIP IMPACT

We Don't Just Coach Sports
We coach people
We coach choices
We coach growth
We coach leadership
We coach accountability
We coach respect
WE COACH LIFE



If no one's
growing under
your leadership,
you're managing
—not leading.

66

@DrFancherSpeaks



67

Community Service

Giving back to reciprocate community support



Student
Athletes
Serving
The
Community



JO DAVIS

CAREER DAY



IRVING MARATHON

DISTRICT WIDE MARATHON SUPPORT



BRANDENBURG

READ ACROSS AMERICA DAY



THE NELSON

DIANA'S DAY

69



IRVING MARATHON

DISTRICT WIDE MARATHON SUPPORT



IRVING MARATHON

DISTRICT WIDE MARATHON SUPPORT

Leadership serving the community

SERVING THE IRVING COMMUNITY ONE PARTNERSHIP AT A TIME

- IRVING SCHOOLS FOUNDATION
- IRVING MARATHON
- IISD ELEMENTARY SCHOOLS
- IRVING PARKS AND RECREATION
- THE NELSON
- TOYOTA OF IRVING
- EVERY PROGRAM DOES ONE PROJECT
- ONE DISTRICT WIDE DEPARTMENT PROJECT



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CELEBRATIONS

DEPARTMENT RECOGNITION, CAMPUS PROGRAM ACCOLADES,
STUDENT-ATHLETE SCHOLARSHIPS

THE TEXAS WAY
**DISTRICT OF
DISTINCTION**
2024-2025 SCHOOL YEAR



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AWARDED TO

IRVING ISD

FOR EXCELLENCE IN SPORTSMANSHIP & COMMUNITY INVOLVEMENT



TEXAS WAY ATHLETES' PLEA



24-25 Irving Post Season Awards

- 1st Team All District - 21
- 2nd Team All District - 20
- HM All District – 12
- Academic All District - 30



24-25 Mac Post Season Awards

- 1st Team All District - 31
- 2nd Team All District - 17
- HM All District – 15
- Academic All District - 20



24-25 Nimitz Post Season Awards

- 1st Team All District - 22 ⁷⁴
- 2nd Team All District - 13
- HM All District – 9
- Academic All District - 12



Irving

B. Track

- 4X 400 - 2nd District
- Ezekial Ybarra – Gold and Regional Qualifier

Swimming

- Relay Team – Regional Qualifier

Softball

- District Champs
- Shanita Haymer – Pitcher of the Year

B. Soccer

- 2nd District
- Ramon Guardado – Offensive MVP & Regional Qualifier
- Allen Williams – All Region
- Armando Betancourt – HM All-State

MacArthur

G. Track

- Faith Farrar – Regional Qualifier – (2 events)

B. Track

- 3 Regional Qualifiers

Swimming

- 8 Regional Qualifiers

Football

- Banner Nitcholas – Utility Player of the Year

Wrestling

- Osmar Rodriguez – Regional Qualifier
- Wyatt Davis – 4th in State

Nimitz

Wrestling

- Devon Simmons – 4th Regionals

G. Track

- 11 Area Qualifiers

B. Track

- 7 Area Qualifiers

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Swimming

- Zoe Rocha – Regional Qualifier

G. Soccer

- Bi-District Qualifier

B. Soccer

- Bi-District Qualifier
- Juan Monrreal – Midfield MVP

Irving – 5

Football

- **Jaylen Parker** – St. Mary University

G. Basketball

- **Arey Estrada** – Taft College

G. Soccer

- **Stephanie Lopez** – Brookhaven

Softball

- **Santia Haymer** – Claflin University

Volleyball

- **Monzerath Salas** – Mountain View

MacArthur - 15

Baseball

- **Ian Martinez** – Austin College
- **Jonathan Torres** – Mountain View College
- **Robinson Peralta** – Mountain View College
- **Parker Lindsey** – Ouachita
- **Julian Tovar** – Dallas Christian

Cross Country

- **Faith Farrar** – Oklahoma Baptist

Football

- **Conner Martin** – Lamar
- **D’Mitri Frazelle** – Mercyhurst
- **Femi Omoalde** – Bethel
- **Caden Baker** – Midwestern
- **La’Tron Roundtree** – Sterling
- **David Petty** – Coe
- **Tristen Parks** – Coe
- **Albert Smith** – Cisco JC
- **Kerrington Beck** – Incarnate Word

Nimitz – 14

Athletic Manager

- **Mauricio Loera** – A&M Commerce

Baseball

- **Brady Pike** – Mountain View

Football

- **Julian Bravo**- Bethal College
- **Carlos Castillo** – Sul Ross 76
- **Chris Hernandez** – Tabor College
- **Mundy Hill** – Mount Mercy
- **Kayden Holder** – Texas Lutheran
- **Andrew Valencia** – Bethal College

Soccer

- **Nadia Araiza** – Texas Womens’
- **Alondra Castillo** – Mountain view
- **Keely Villareal** – McMurry
- **Jasmine Yanes** – Mountain View
- Pelon

Wrestling

- **Bryan Martinez** - Schreiner



Opportunities for growth

Youth sports leagues, Flag Football, AAU

Youth Basketball League



Elementary Winter League – 3-5 graders

Middle School League – 6th graders

Saturdays – November 1st, 8th, 15th, 22nd, 29th

League Championship – December 6th

Location – Nimitz High School

May Spring League – details TBD



Girls' Flag Football League

- Dallas Cowboy Partnership
- 3 Year Grant Program
- 3 teams/1 per comprehensive high school
- 15-20 players comprise a team
- IISD and Carrollton Farmer's Branch
- 6 weeks season
- Late April – May
- North Texas Championships at the Star

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MS Non-School Baseball

- 4 - week baseball program
- MS students play with the high school of their feeder pattern
- HS coaches organize league and supervise facilities.
- Teams consist of up to 18 players
- Location - 3 high school baseball fields



Summer Camps Strength and Conditioning

- Irving ISD elementary students acquire sports skills by attending summer camps of their choice
- Irving ISD secondary students attend summer workout sessions at the high schools to improve strength, conditioning, and sports specific skills.



- Partnership with an AAU/Select sports program
 - Feeder school teams
 - Retain student-athletes in Irving
 - Attract outside student-athletes

- Feeder pattern vertical alignment for all sports programs
- 6th grade pre-athletics period
- MS Tennis pilot program
- Coaches' evaluation tool aligned with TTESS to strengthen accountability standards



549 Student-Athletes



578 Student-Athletes



522 Student-Athletes

IISD HS TOTAL – 1,649

Student-Athlete Numbers by HS Campus



CAMPUS	AMS	BMS	CMS	DMS	HMS	JMS	LMS	TMS	ALL
7 TH	111	81	72	110	97	104	88	90	753
8 TH	98	79	64	116	92	131	104	106	780
TOTAL	209	160	136	226	189	235	192	196	1,533



QUESTIONS?

THANK YOU FOR YOUR SUPPORT!

EXCELLENCE  **ACTION**