

Request for Instructional Materials

Instructional Materials Review and Approval (IMRA)

Cycle 24

Issued February 2024

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Background Information

The Texas Legislature passed House Bill 1605 in the 2023 Regular Session that amended the Texas Education Code (TEC), [Chapter 31](#), and requires the Texas Education Agency (TEA) to establish an instructional materials review and approval (IMRA) process in consultation with and with the approval of the State Board of Education (SBOE).

The new IMRA process replaces the SBOE's former instructional materials adoption process and the Texas Resource Review. This process:

- establishes an annual process to select instructional materials for review that includes:
 - evaluating requests for review of instructional materials, including those submitted by:
 - a school district;
 - a majority of the members of the SBOE;
 - a publisher of instructional materials;
 - reviewing materials requisitioned or purchased using instructional materials and technology funds; and
 - reviewing materials using a time frame appropriate for the proclamation requesting revision of instructional materials in response to revisions to the Texas Essential Knowledge and Skills (TEKS).
- describes the types of materials the agency may review, including:
 - partial-subject tier one instructional material, including those designed for use in the phonics curriculum required under TEC, [§28.0062\(a\)\(1\)](#);
 - open education resource instructional material;
 - instructional materials developed by a school district and submitted to the agency by the district for review; and
 - commercially available full-subject tier one instructional material;
- establishes procedures for the agency to conduct reviews of instructional materials, including:
 - the use of rubrics approved by the SBOE; and
 - consultation with classroom teachers and other curriculum experts for the appropriate subject and grade level; and
- ensures the procedures for review allow the agency to review at least 200 individual instructional materials each year.

In conducting an IMRA review, TEA must use a rubric developed by the agency in consultation with and approved by the SBOE that includes a determination of:

- whether the material is free from factual error and satisfies the criteria adopted by the board under TEC, [§31.022](#);
- the quality of the material;
- the essential knowledge and skills for the subject and grade level for which the material was developed that are covered by the material, including identification of:
 - each essential knowledge and skill covered by the material;

- for a full-subject tier-one instructional material, the percentage of the essential knowledge and skills adopted for the subject and grade level covered by the material; and
- for a partial-subject tier one instructional material, the percentage of the essential knowledge and skills for the relevant portion of the subject and grade level covered by the material; and
- whether the material contains obscene or harmful content or is otherwise incompatible with certification requirements under TEC, [§31.1011\(a\)\(1\)\(B\)](#).

After completing an IMRA review cycle, TEA must provide the SBOE the results of the review and recommendations for approval and rejection and for inclusion on a list of materials maintained by the SBOE under TEC, [§31.022](#).

The SBOE shall review materials and TEA's recommendations and must determine that the following criteria is met before approving any materials:

- The material is free from factual errors.
- The material is suitable for the subject and grade level for which the material is intended.
- If the materials are intended to cover the foundational skills reading curriculum in kindergarten through third grade, does not include three-cueing, as defined by TEC, [§28.0062\(a-1\)](#).

The SBOE is responsible for determining the approval criteria and may require:

- full-subject, tier one materials to cover a minimum percentage of TEKS;
- electronic samples of materials;
- certain physical specifications;
- the instructional materials to not contain obscene or harmful content and otherwise be compatible with requirements under [§31.1011\(a\)\(1\)\(B\)](#); and
- the instructional materials to be available for public review.

The SBOE may remove materials from the approved list if the TEKS the materials are intended to cover are revised or if a publisher makes revisions without obtaining prior approval from the SBOE.

Scope of Work

Subject Areas and Grade Levels

TEA and the SBOE are accepting instructional materials for the following:

- full-subject, tier one instructional materials for K–12 mathematics and K–5 English and Spanish language arts and reading
- partial-subject, tier one instructional materials for K–3 English and Spanish phonics

Pre-Approval Requirements

The requirements in this section must be met prior to approval by the State Board of Education (SBOE).

Pre-Approval Instructional Materials Access

Publishers must supply TEA and each education service center (ESC) with electronic access to all components and artifacts that are included in an instructional materials program, including the following:

- Material used by the teacher, including lesson plans, answer keys, grading rubrics, teacher guidance, and unit plans
- Material used by students, including books, supplementary materials, workbooks, diagnostic and progress monitoring tools
- Material used by a principal or campus instructional leader to support instruction
- Material used by parents to support their students' mastery of the content

The following criteria must also be met for pre-approval versions of instructional materials programs:

- Individuals may not be required to provide any identifying information (e.g., name, phone number, email address, etc.) when accessing the instructional materials.
- Access must allow multiple, simultaneous users.
- Each component must be searchable by key word.
- TEKS and ELPS correlations must be available in the program and direct users to the specific content cited for standards-alignment.
- Submissions must be free of sales and marketing materials.

TEA will share access credentials on their website to allow the public to review the materials under consideration for approval by the SBOE. At the request of the publisher, TEA will not share access to assessments or answer keys if the publisher can provide access credentials to be shared with the public that do not include that content.

Publishers may not submit print copies of materials to TEA or the ESCs; however, publishers may choose to provide state review panels (SRPs) with print materials, if available. These materials will not be returned.

Upon request of a school district, publishers shall provide an electronic sample of the submitted instructional material.

Upon request of an SBOE member, publishers shall provide the member with a print copy of materials, if a print copy is available.

Quality Review

All submissions will be reviewed using the applicable IMRA quality rubric approved by the SBOE.

- [IMRA Mathematics K–12 Quality Rubric](#) (PDF)
- [IMRA ELA K–3 Quality Rubric](#) (PDF)
- [IMRA ELA 4–8 Quality Rubric](#) (PDF)
- [IMRA SLA K–3 Quality Rubric](#) (PDF)
- [IMRA SLA 4–6 Quality Rubric](#) (PDF)

The rubrics are divided into two categories—implementation quality and learning quality. The implementation quality category is designed to measure the extent to which the materials support effective implementation, including intentional instructional design, progress monitoring, and supports for all learners. The learning quality category is unique for each rubric and measures the extent to which materials include high-quality components that are aligned with research on the best ways to teach the subject and support students in reaching grade-level proficiency on the standards.

Reviewers will evaluate the extent to which materials align to the applicable rubric and will collect evidence to support each rating. They will also identify errors, flag suitability concerns, and provide feedback. Publishers are required to respond to all SRP-identified errors and suitability concerns as well as SRP feedback.

Publishers will be provided the opportunity to appeal on a rolling basis by identifying errors or omissions in the evidence collected by the SRP. At the conclusion of the review, publishers will be given an additional opportunity to appeal by providing new content for up to three quality indicators.

TEA will provide quality reports to the SBOE before they vote to approve or reject materials.

Standards Alignment

Instructional materials must cover 100% of the TEKS and applicable [English Language Proficiency Standards](#) (ELPS) for the intended subject and grade level in the student and teacher materials.

Publishers must provide evidence of alignment (citations) to the TEKS and applicable ELPS in a correlation format designated by the commissioner. SRPs will evaluate the evidence of alignment and accept or reject publishers' citations. They will also identify errors, flag suitability concerns, and provide feedback. Publishers are required to respond to all SRP-identified errors and suitability concerns as well as SRP feedback.

Publishers who achieve at least 75% TEKS or ELPS coverage will be given the opportunity to provide new content or new citations to address the remaining standards. Publishers who do not achieve 100% coverage and disagree with the SRP's findings may request a show-cause hearing. Publishers will be expected to present evidence that the SRP's findings were inaccurate.

TEA will provide standards-alignment reports to the SBOE before they vote to approve or reject materials.

Mathematics materials must cover one or more of the following TEKS (19 Texas Administrative Code (TAC), [Chapter 111](#)):

- [Mathematics, kindergarten](#)
- [Mathematics, grade 1](#)
- [Mathematics, grade 2](#)
- [Mathematics, grade 3](#)

- [Mathematics, grade 4](#)
- [Mathematics, grade 5](#)
- [Mathematics, grade 6](#)
- [Mathematics, grade 7](#)
- [Mathematics, grade 8](#)
- [Advanced Quantitative Reasoning](#)
- [Algebra I](#)
- [Algebra II](#)
- [Algebraic Reasoning](#)
- [Discrete Mathematics for Problem Solving](#)
- [Geometry](#)
- [Mathematical Models with Applications](#)
- [Precalculus](#)
- [Statistics](#)

English language arts and reading materials must cover one or more of the following TEKS (19 TAC, [Chapter 110](#)):

- [English language arts and reading, kindergarten](#)
- [English language arts and reading, grade 1](#)
- [English language arts and reading, grade 2](#)
- [English language arts and reading, grade 3](#)
- [English language arts and reading, grade 4](#)
- [English language arts and reading, grade 5](#)

Spanish language arts and reading materials must cover one or more of the following TEKS (19 TAC, [Chapter 128](#)):

- [Spanish language arts and reading, kindergarten](#)
- [Spanish language arts and reading, grade 1](#)
- [Spanish language arts and reading, grade 2](#)
- [Spanish language arts and reading, grade 3](#)
- [Spanish language arts and reading, grade 4](#)
- [Spanish language arts and reading, grade 5](#)

English and Spanish phonics materials must cover the following subset of student expectations from the English language arts and reading TEKS and Spanish language arts and reading TEKS:

TEKS

Required Student Expectations and Breakouts

[English language arts and reading, kindergarten](#)

- (2)(A)(v), (vi), (vii), (ix), (x), (xi)
- (2)(B)
- (2)(C)
- (2)(D)(xi) and (xii)
- (2)(E)

[English language arts and reading, grade 1](#)

- (2)(A)(iii), (iv), (v), (vi), (vii), (viii), (ix)
- (2)(B)
- (2)(C)

[English language arts and reading, grade 2](#)

- (2)(A)(ii), (iii), (iv), (v)
- (2)(B)(i)–(xiii), (xv)–(xxxix), and (xli)–(lii)
(Does not include (2)(B)(xiv) and (xl).)
- (2)(C)(i)–(xxx), (xxxii)–(xxxiii), (xxxv)–(lvi)

(Does not include (2)(C)(xxxi) and (xxxiv).)

English language arts and reading, grade 3

- (2)(A)(i)–(x), (xii)–(xxvi), and (xxviii)–(xxxii)
(Does not include (2)(A)(xi) and (xxvii).)
- (2)(B)(i)–(vii), (ix)–(x), (xii)–(xxii), (xxiv)–(xxv), and (xxvii)–(xxx)
(Does not include (2)(B)(viii), (xi), (xxiii), and (xxvi).)

Spanish language arts and reading, kindergarten

- (2)(A)(iv)–(xi)
- (2)(B)
- (2)(C)
- (2)(D)(xi) and (xii)
- (2)(E)

Spanish language arts and reading, grade 1

- (2)(A)(iii)–(vii)
- (2)(B)
- (2)(C)

Spanish language arts and reading, grade 2

- (2)(A)(i)–(xi), (xiii)–(xxv), (xxvii)–(xxviii)
(Does not include (2)(A)(xii) and (xxvi).)
- (2)(B)(i)–(iii), (v)–(xvi), and (xviii)–(xxvi)
(Does not include (2)(B)(iv) and (xvii).)

Spanish language arts and reading, grade 3

- (2)(A)
- (2)(B)

Suitability

All submissions will also be reviewed using the [suitability rubric approved by the SBOE](#). The suitability rubric is divided into two parts—content that is required by law to be taught and content that is prohibited by law. The portions of the suitability rubric that include content that is required to be taught is required in the English and Spanish language arts and reading and mathematics submissions.

Reviewers will evaluate the extent to which materials comply with Texas and Federal laws and will report instances of compliance and non-compliance. Members of the public and the SBOE may also report suitability concerns. TEA will share all reported suitability concerns with the publisher who must provide a response.

TEA will provide suitability reports, along with the publishers' responses, to the SBOE who will make the final determination regarding each product's suitability for the subject area and grade level.

Errors

Errors are defined as a word, phrase, reference, or sentence with information that can be indisputably disproven, including grammatical errors.

Publishers must conduct a complete and thorough editorial review of instructional materials submissions to identify and correct factual errors **prior to submitting** their materials for review.

SRPs will report any factual errors identified during their review and members of the public and SBOE may also report errors. Publishers must submit proposed corrections for each error reported or may contest the error by providing evidence and a justification.

TEA will provide error reports to the SBOE before they vote to approve or reject materials. Publishers must agree to correct all errors as a condition of approval.

Feedback

While conducting their review, SRPs may provide publishers with feedback. TEA will provide publishers with all SRP feedback and publishers must either respond with a proposed change or a justification for not proposing a change.

Members of the public may provide feedback during the public comment period and publishers are required to respond.

TEA will provide feedback reports, along with the publishers' responses, to the SBOE before they vote to approve or reject materials. Publishers must agree to make all required changes as a condition of approval.

Official Bids

Publishers must submit at least one bid for each program eligible for approval, listing each component that was included in the IMRA review. Each component or subcomponent offered as part of the program must also be available for purchase individually. Bids of approved materials become part of the instructional materials contract. Publishers must provide per-student pricing and information regarding available discounts in the manner designated by TEA.

The package and component pricing on the bids may not exceed the lowest price at which the publisher offers that instructional material for sale to any state, public school, or school district in the United States. If the materials are sold at a lower price elsewhere at any time during the contract, the publisher must also reduce the contracted price. The SBOE may assess an administrative penalty against a publisher or manufacturer who violates the [TEC §31.151\(a\)\(1\)–\(2\)](#) by offering instructional materials in this state at a higher price than offered to any other state, public school or school district in the United States ([19 TAC §67.81](#)).

Parent Portal Transparency

Publishers must make their materials available on a parent portal hosted by the publisher. The parent portal must allow parents access to instructional materials, excluding tests and exams, that are used by the LEA; organize the materials by unit and in the order in which they are designed to be used; be capable of being searched by word; and, for materials not available digitally, contain sufficient information to allow the parent to locate a physical copy of the materials.

Publishers are permitted to require parents to use a password, comply with other user verification procedures, and accept user terms and conditions, which may not limit or exclude access to the

materials based on the uses of the material that would otherwise be permitted under the fair provisions of copyright law.

Publishers must comply with requests regarding parental access to the portal made by an LEA in compliance with TEC, [§31.154](#) and [§26.006](#).

TEA will verify each publisher's compliance with parent portal transparency according to the rules adopted by the SBOE. The publisher parent portal must also comply with the rules approved by the SBOE at their January-February 2024 meeting ([Proposed New 19 TAC Chapter 67](#)).

Technical Requirements

Publishers must provide information regarding the technical requirements, including interoperability information, that must be met to access digital components.

Disclosure of Campaign Contributions and Gifts

Publishers must list any political contributions made by any individual or entity in the preceding four years to a candidate or member of the SBOE ([SBOE Operating Rule 4.3](#)).

Post-Approval Requirements

The requirements in this section must be met if the materials are approved by the State Board of Education (SBOE).

Accessible Formats

Publishers must submit electronic NIMAS files for all print components that adhere to all guidelines approved by NIMAC at the time of submission and agree to allow TEA or its agents to reproduce approved materials in a format suitable for students and teachers with visual impairments and students with other learning disabilities. The [NIMAS Technical Specifications v1.1](#) can be found on the [National Center on Accessible Educational Materials website](#).

Publishers must provide a high-quality, color, accessible PDF (i.e., high-resolution, optimized PDF) that is an exact replica of their print student materials, along with their print program submission copies and NIMAS files to each of the designated producer(s).

If the requirements for NIMAS files are not met for any specific product, that product will be removed from the approved list and the state's instructional materials ordering system.

Contracts

Publishers with approved materials may enter a contract with the SBOE. The contract must provide for the purchase or licensing of instructional material at a specific price, which may not exceed the lowest price paid by any other state or any school or school district. The price must be fixed for the initial term of the contract not to exceed eight years.

Publishers must meet reporting requirements with the Texas Ethics Commission before entering into a contract and conducting business with the state of Texas.

One 1295 Certification of Interested Parties form is required from each publisher each time the publisher enters into a contract with the agency (Government Code [§2252.908](#)). An additional form may be required by each district a publisher does business with.

Digital Accessibility Standards

Any program components offered to districts in a digital format must comply with the [Web Content Accessibility Guidelines](#) (WCAG), version 2.1, level AA standards and the technical standards required by the [Federal Rehabilitation Act, Section 508](#).

Publishers must, at their own expense, contract with a reputable third party to evaluate accessibility. Any findings of non-compliance must be remedied as a condition of approval by the SBOE.

Physical Print Standards

Any program components offered to districts in a print format must comply with the appropriate physical standards in the [Manufacturing Standards and Specifications for Textbooks](#).

Machine-Readable TEKS

Publishers must use the machine-readable TEKS provided by TEA when tagging content aligned to the TEKS. Doing so creates a consistent way of documenting and referencing learning standards and

competencies. Publishers will access the machine-readable TEKS and related guidance on the [Texas Gateway](#).

Post-Approval Instructional Materials Access

Publishers must supply TEA and each education service center (ESC) with electronic access to all components and artifacts that are included in an instructional materials program approved by the SBOE. Publishers must supply TEA and each of the twenty ESCs with all information, including locator information and passwords, required to ensure public access to their post-approval program for the duration of the contract period. The public can access post-approval program by making an appointment at the nearest ESC or through the District Operations, Technology, and Sustainability Supports Division at TEA located in Austin, Texas.

Publishers are required to notify TEA if user access information changes. TEA will periodically conduct audits of final electronic post-approval program access information. Publishers that do not maintain proper access for TEA and the ESCs may have materials removed from the approved list and the state's instructional materials ordering system.

At the request of a Texas school district, publishers must supply a complete electronic post-approval program for review. If requested, publishers may also provide print copies; however, all copies must be provided at no cost. If post-approval copies must be returned, the publisher must notify the district in advance and provide a shipping label and date by which the sample should be shipped back.

Publishers must supply information in a format designated by the commissioner to help facilitate the conformation of required corrections, editorial changes, and new content.

2024 Timelines and Milestones

January 30–February 2

IMRA quality review rubrics, suitability rubric, and process are presented to the SBOE for approval.

Responsible Party: [TEA](#)

Recipient/Audience: [Publishers](#)

February 2024

IMRA Cycle 2024 Request for Instructional Materials (RFIM) is posted.

Responsible Party: [TEA](#)

Recipient/Audience: [Publishers](#)

March 2024

TEA conducts webinars to introduce IMRA process.

Responsible Party: [TEA](#)

Recipient/Audience: [Publishers](#)

March 4

Responses to RFIM due to TEA.

Responsible Party: [Publishers](#)

Recipient/Audience: [TEA](#), [SBOE](#)

March 8

TEA notifies publishers of selection.

Responsible Party: [TEA](#)

Recipient/Audience: [Publishers](#)

March 25

Preliminary correlations for one subject area and grade level or course are due to TEA.

Responsible Party: [Publishers](#)

Recipient/Audience: [TEA](#)

April 9–12

State Board of Education meets and may vote to require additional programs to the list of those being reviewed.

Responsible Party: [SBOE](#)

Recipient/Audience: [Publishers](#)

2024 Timelines and Milestones (continued)

May 6

Final correlations and a component list are due to TEA.

Responsible Party: **Publishers**

Recipient/Audience: **TEA**

Pre-approval program submission and the *Report on Interoperability and Ease of Use* are due to TEA.

Responsible Party: **Publishers**

Recipient/Audience: **TEA, Districts and Charter Schools, Public, SBOE**

Pre-approval program submissions and final correlations are due to each of the twenty ESCs.

Responsible Party: **Publishers**

Recipient/Audience: **ESCs**

May 10

ESCs must notify TEA of any irregularities in sample materials submitted by publishers.

Responsible Party: **ESCs**

Recipient/Audience: **TEA, Publishers**

May 16

Optional print copies of instructional materials submissions for use by state review panels (SRPs) are due to TEA.

Responsible Party: **Publishers**

Recipient/Audience: **TEA**

May 17–20

TEA hosts the IMRA kick-off meeting with the SRPs.

Responsible Party: **TEA**

Recipient/Audience: **Publishers, SRP, Public, SBOE**

2024 Timelines and Milestones (continued)

May 21–June 9

SRPs continue conducting reviews asynchronously.

Responsible Party: TEA, TEA Contractor, and, SRP

Recipient/Audience: Publishers, Public, SBOE

June 10–14

TEA and TEA Contractor hosts the IMRA quality review kick-off meeting with the SRPs.

Responsible Party: TEA, TEA Contractor

Recipient/Audience: Publishers, SRP

June 15–August 13

SRPs continue conducting reviews asynchronously.

Responsible Party: TEA, TEA Contractor, and SRP

Recipient/Audience: Publishers, Public, SBOE

June 17

The Vendor Setup Form is due to TEA from publishers without usernames and passwords for the state’s instructional materials ordering system.

Responsible Party: Publishers

Recipient/Audience: TEA

June 25–28

SBOE hosts a public hearing on materials being reviewed.

Responsible Party: Public

Recipient/Audience: SBOE

July 1–August 13

Publishers participate in appeals on a rolling basis.

Responsible Party: Publishers

Recipient/Audience: TEA, TEA Contractor, and SRP

July 29

Requests for show-cause hearings are due to TEA from eligible publishers that elect to protest the standards-alignment report.

Responsible Party: Publishers

Recipient/Audience: TEA

2024 Timelines and Milestones (continued)

August 16

Public comment due for materials being reviewed.

Responsible Party: Public

Recipient/Audience: Publishers, TEA, and SBOE

August 26

- Electronic samples of new content provided to and approved by the SRP are due to TEA.
- The *Order Processing Information* and initial official bids are due to TEA.
- Publishers submit all proposed changes and corrections made in response to the IMRA review, editorial review, and public testimony provided at the June SBOE meeting is due to TEA.

Responsible Party: Publishers

Recipient/Audience: TEA

August 23–29

TEA Contractor finalizes reports and sends to TEA.

Responsible Party: TEA Contractor

Recipient/Audience: TEA and SBOE

September 10–13

SBOE hosts a public hearing on materials being reviewed.

Responsible Party: Public

Recipient/Audience: SBOE

TEA presents review reports and public comment to the SBOE.

Responsible Party: TEA

Recipient/Audience: SBOE

SBOE may vote to reject materials.

Responsible Party: SBOE

Recipient/Audience: Publishers

2024 Timelines and Milestones (continued)

October 14

Publishers submit all proposed changes and corrections made in response to public comment submitted by August 16 and public testimony provided at the September SBOE meeting.

Responsible Party: **Publishers**

Recipient/Audience: **TEA, SBOE, and SRP**

Additional official bids are due to TEA.

Responsible Party: **Publishers**

Recipient/Audience: **TEA, Districts and Charter Schools**

October 15–November 1

SRPs review proposed changes and make necessary edits to reports.

Responsible Party: **TEA, TEA Contractor, and SRP**

Recipient/Audience: **Publishers, Public, SBOE**

November 8

Publishers disclose any campaign contributions made to SBOE members.

Responsible Party: **Publishers**

Recipient/Audience: **TEA, SBOE**

November 19–22

TEA presents final review reports and public comment to the SBOE.

Responsible Party: **TEA**

Recipient/Audience: **SBOE**

SBOE takes final vote on materials.

Responsible Party: **SBOE**

Recipient/Audience: **Publishers**

2025 Timelines and Milestones

February 3

Form 1295 Certificate of Interested Parties is due to TEA.

Responsible Party: **Publishers**

Recipient/Audience: **TEA**

One high-quality accessible PDF (exact replica of the print material), one copy of NIMAS files for student materials, blackline masters, and any other materials included in the teacher component that are intended for student use, and a screenshot from the NIMAC Validation Wizard showing that each file has passed validation are due to designated braille producer.

Responsible Party: **Publishers**

Recipient/Audience: **Braille Producer**

March 24

- One complete, post-approval program submission that incorporates all required corrections, editorial changes, and new content is due to TEA.
- Affirmation that all required corrections, editorial changes, and new content have been incorporated in the post-approval program submission.
- Affirmation that all print materials comply with required manufacturing standards.
- The *Accessibility Compliance Report*, along with the cover sheet, is due to TEA

Responsible Party: **Publishers**

Recipient/Audience: **TEA**

One complete, post-approval program submission that incorporates all required corrections, editorial changes, and new content is due to each of the twenty ESCs.

Responsible Party: **Publishers**

Recipient/Audience: **ESCs**

2025 Timelines and Milestones (continued)

March 24

One copy of the final approved print student materials, blackline masters, and any other materials included in the teacher component(s) that are intended for student use. If changes were made to instructional materials between Monday, February 3, and Monday, March 24, one high-quality accessible PDF (exact replica of the print materials), one copy of NIMAS files, a side-by-side list of changes, and a screenshot from the NIMAC Validation Wizard showing that each file has passed validation due to the designated braille producer. If no changes were made, notice must be provided to the designated braille producer.

Responsible Party: [Publishers](#)

Recipient/Audience: **Braille Producer**

One copy of the final approved print student materials, blackline masters, and any other materials included in the teacher component(s) that are intended for student use; one high-quality accessible PDF (exact replica of the print materials); one copy of NIMAS files; and a screenshot from NIMAC Validation Wizard showing that the file passed validation are due to the designated audio producer.

Responsible Party: [Publishers](#)

Recipient/Audience: **Audio Producer**

One copy of the final approved print student materials, blackline masters, and any other materials included in the teacher component(s) that are intended for student use; one high-quality accessible PDF (exact replica of the print materials); one copy of NIMAS files; and a screenshot from NIMAC Validation Wizard showing that the file passed validation are due to the designated large-print producer.

Responsible Party: [Publishers](#)

Recipient/Audience: **Large-Print Producer**

Final NIMAS files and a side-by-side list of changes made between Monday, February 3, and Monday, March 24, or notice that no changes were made are due to TEA.

Responsible Party: [Publishers](#)

Recipient/Audience: [TEA](#)

Final NIMAS files are due to NIMAC.

Responsible Party: [Publishers](#)

Recipient/Audience: **NIMAC**

2025 Timelines and Milestones (continued)

April

TEA sends executed contracts to publishers.

Responsible Party: [TEA](#)

Recipient/Audience: [Publishers](#)

May

Texas public schools that have funding available can begin submitting orders for new materials through EMAT.

Responsible Party: [Districts and Charter Schools](#)

Recipient/Audience: [Publishers, TEA](#)

May 19

Publisher submit to TEA information to help facilitate the confirmation of required corrections, editorial changes, and new content.

Responsible Party: [Publishers](#)

Recipient/Audience: [TEA](#)

June-August

Publishers distribute approved materials to Texas public schools.

Responsible Party: [Publishers](#)

Recipient/Audience: [Districts and Charter Schools](#)

TEA conducts a review of approved materials to ensure publishers have made all corrections on the *Report of Required Corrections, Editorial Changes, and New Content*.

Responsible Party: [TEA](#)

Recipient/Audience: [Publishers, SBOE](#)

Approval Criteria

TEA will facilitate reviews of each program submission and make recommendations for approval or rejection to the SBOE. TEA will provide reports to the SBOE that contain the following information:

- Percentage of TEKS and ELPS covered
- Scores and evidence from the quality reviews
- Content flagged for suitability with proposed publisher edits
- Editorial changes voluntarily submitted by the publisher
- Errors reported by the SRP, public, and publisher with proposed publisher corrections
- Feedback provided by the SRP with proposed publisher edits
- New content submitted by the publisher and approved by the SRP
- Public comments with proposed publisher edits

The SBOE will consider for approval materials that meet the following criteria:

- Coverage of 100% of the TEKS and applicable ELPS
- Free from factual error
- Meets a quality score threshold to be determined by the SBOE
- Suitable for the subject and grade level or course, as determined by the standards in the suitability rubric
- Compliance with all applicable laws
- Compliance with physical manufacturing and digital accessibility standards
- Availability on a parent portal

Course Enrollment and Breakout Documents

The table that follows provides access to [breakout documents](#) and the reported course enrollment for the 2023–24 school year.

Mathematics

| Course | Enrollment |
|---|------------|
| Mathematics, kindergarten | 230439 |
| Mathematics, grade 1 | 345225 |
| Mathematics, grade 2 | 388713 |
| Mathematics, grade 3 | 397377 |
| Mathematics, grade 4 | 397994 |
| Mathematics, grade 5 | 396440 |
| Mathematics, grade 6 | 404758 |
| Mathematics, grade 7 | 383602 |
| Mathematics, grade 8 | 310707 |
| Advanced Quantitative Reasoning | 22648 |
| Algebra I | 465005 |
| Algebra II | 378703 |
| Algebraic Reasoning | 46287 |
| Discrete Mathematics for Problem Solving | 713 |
| Geometry | 425838 |
| Mathematical Models with Applications | 36850 |
| Precalculus | 125366 |
| Statistics | 31098 |

English Language Arts and Reading

| Course | Enrollment |
|---|------------|
| English language arts and reading, kindergarten | 235067 |
| English language arts and reading, grade 1 | 404391 |
| English language arts and reading, grade 2 | 466360 |
| English language arts and reading, grade 3 | 474370 |
| English language arts and reading, grade 4 | 472381 |
| English language arts and reading, grade 5 | 467545 |

Spanish Language Arts and Reading

| Course | Enrollment |
|---|------------|
| Spanish language arts and reading, kindergarten | 27444 |
| Spanish language arts and reading, grade 1 | 38542 |
| Spanish language arts and reading, grade 2 | 39571 |
| Spanish language arts and reading, grade 3 | 34349 |
| Spanish language arts and reading, grade 4 | 31490 |
| Spanish language arts and reading, grade 5 | 25790 |