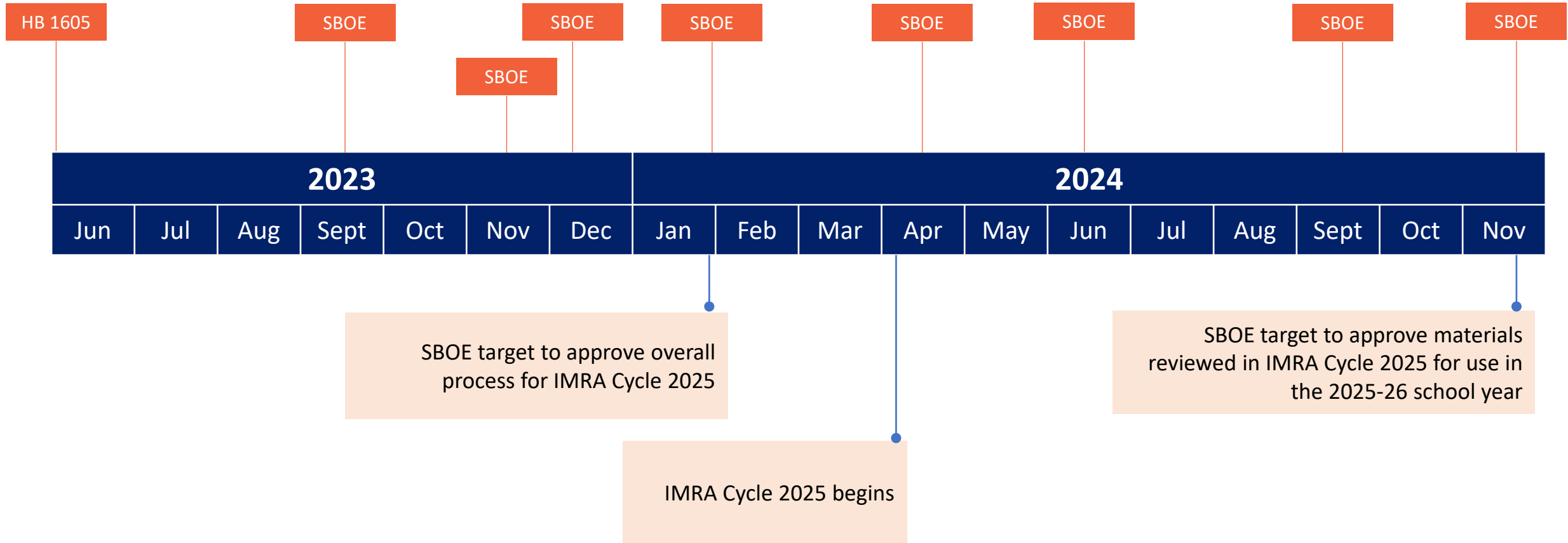


# IMRA Process

This item provides an opportunity for the State Board of Education (SBOE) to consider the process and procedure for the new Instructional Materials Review and Approval (IMRA) process.

# SBOE Rulemaking Timeline for HB 1605 Implementation



# Agenda Item 4 Exhibits

- Exhibit I:** Draft component requirements for publishers to submit materials
- Exhibit II:** Draft prioritization protocol for materials to be reviewed
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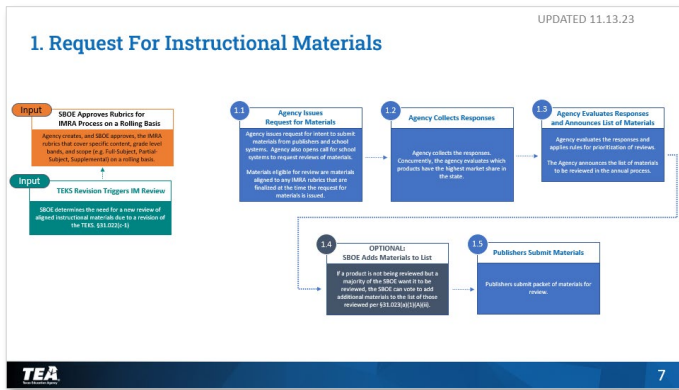
# New SBOE IMRA Criteria

## Instructional Materials Review and Approval (IMRA) Criteria

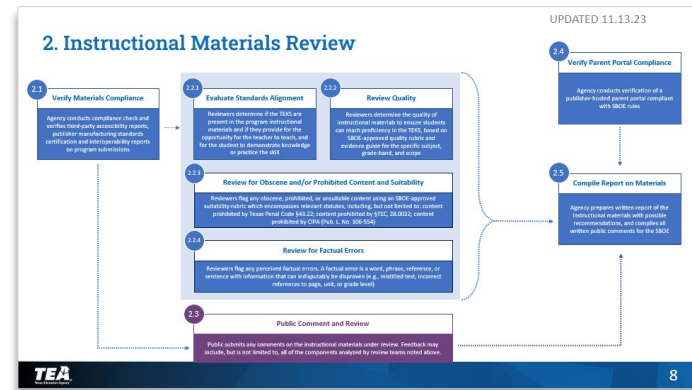
Standards Alignment Percentage	Quality Review	Suitable & Appropriate*	Factual Errors	Physical and Electronic Specifications	Parent Portal
<p>Materials cover a minimum % of standards as determined by SBOE</p>	<p>Material quality supports student’s ability to demonstrate proficiency in the standards.</p> <p>Also ensures compliance with three-cuing ban</p>	<p>Content in materials meet suitability requirements defined by SBOE and other provisions of TEC (e.g., §28.002(h))</p> <p>* Also ensures no obscene or harmful content under CIPA, TEC §28.0022, Penal Code §43.22</p>	<p>Materials do not contain factual errors</p>	<p>Material components meet physical and digital requirements</p>	<p>Materials included on parent portal that meet transparency requirements</p>

# IMRA Process Overview

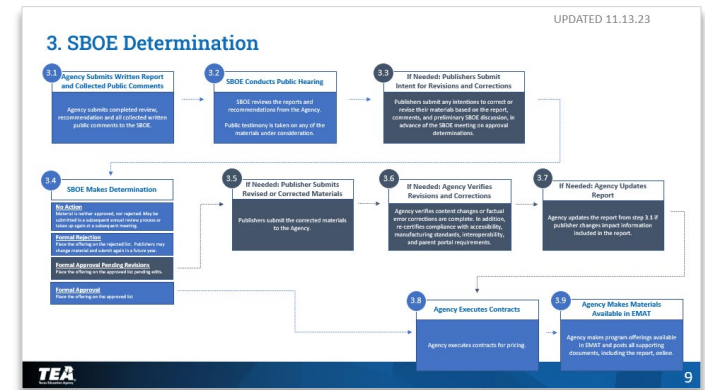
## 1 Request For Materials



## 2 Instructional Materials Review



## 3 SBOE Determination



# 1. Request For Instructional Materials

**Input**

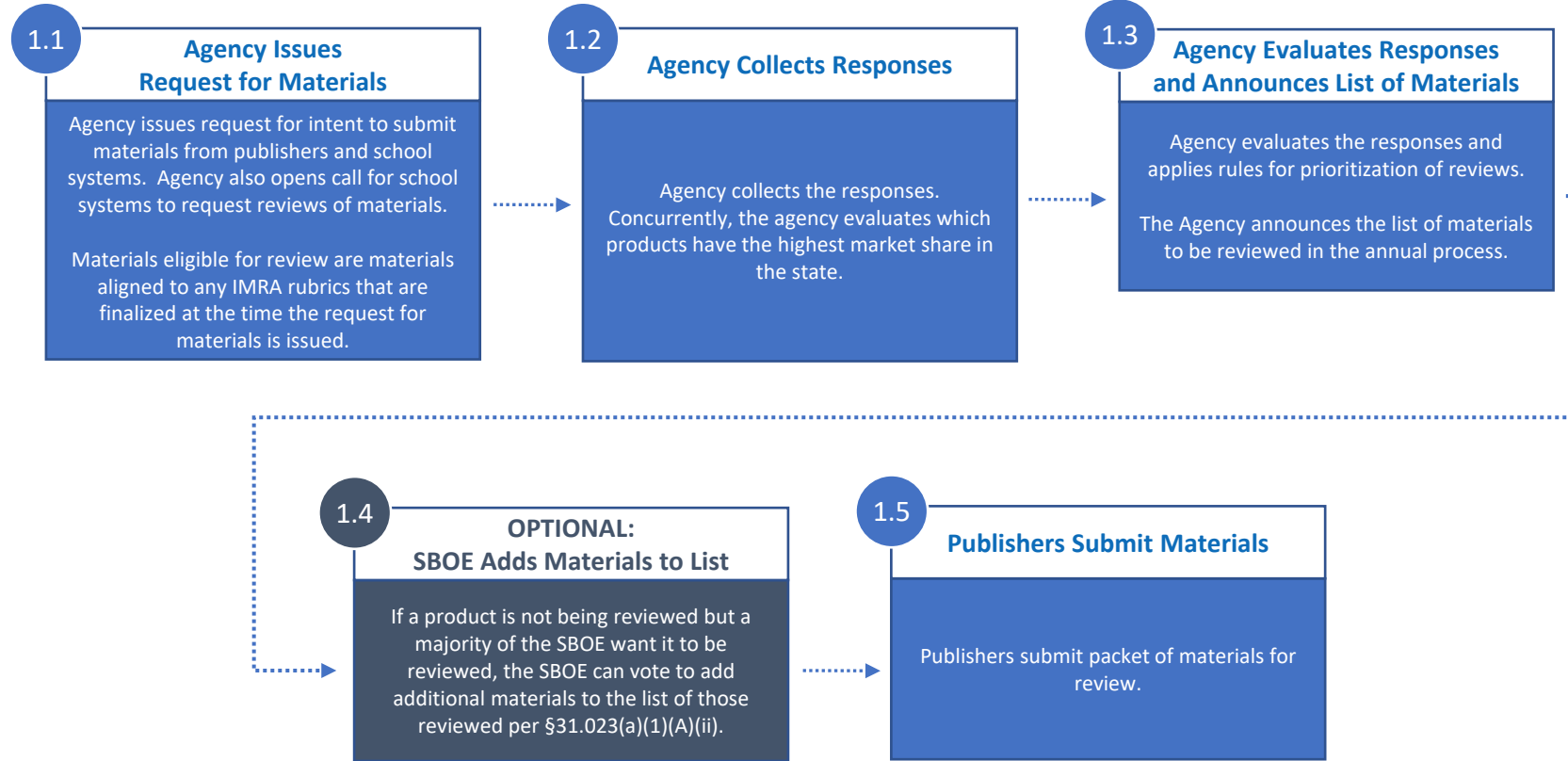
**SBOE Approves Rubrics for IMRA Process on a Rolling Basis**

Agency creates, and SBOE approves, the IMRA rubrics that cover specific content, grade level bands, and scope (e.g. Full-Subject, Partial-Subject, Supplemental) on a rolling basis.

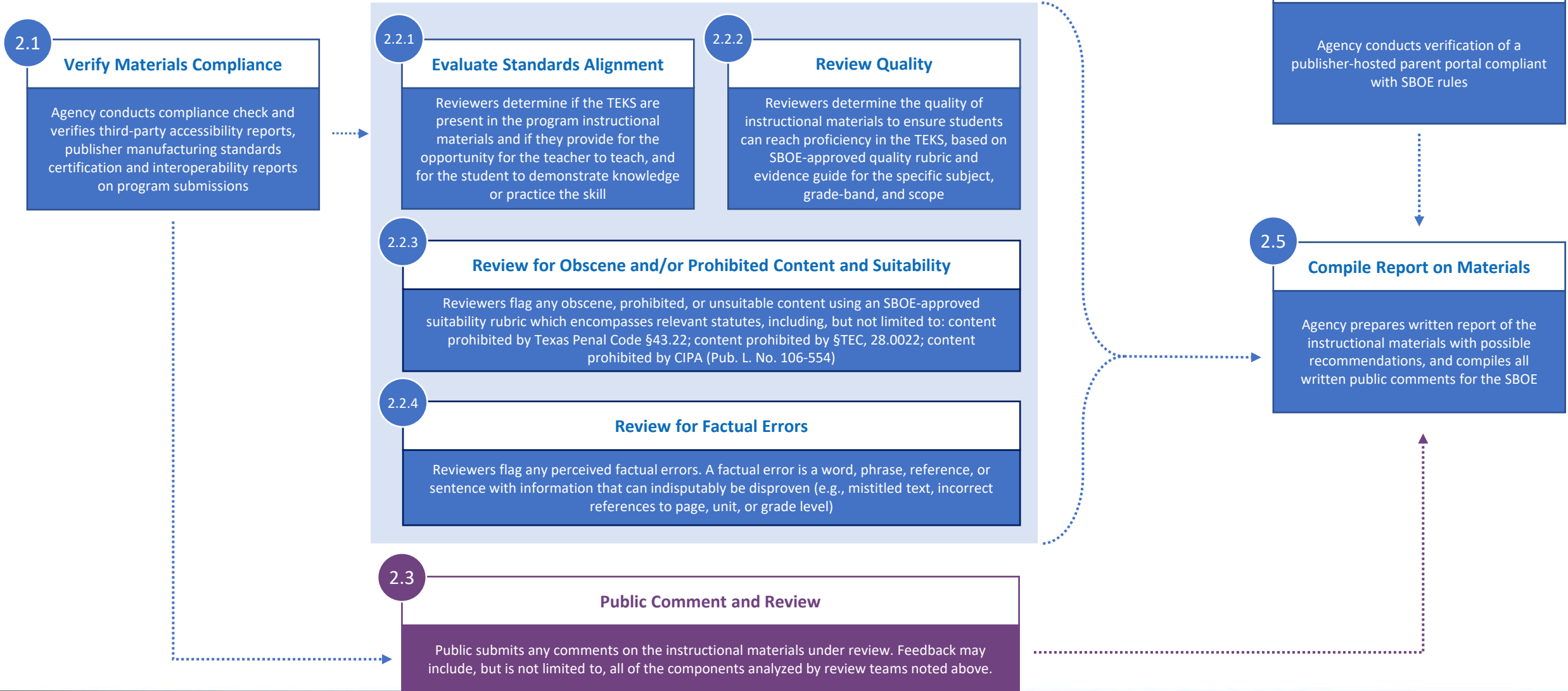
**Input**

**TEKS Revision Triggers IM Review**

SBOE determines the need for a new review of aligned instructional materials due to a revision of the TEKS. §31.022(c-1)

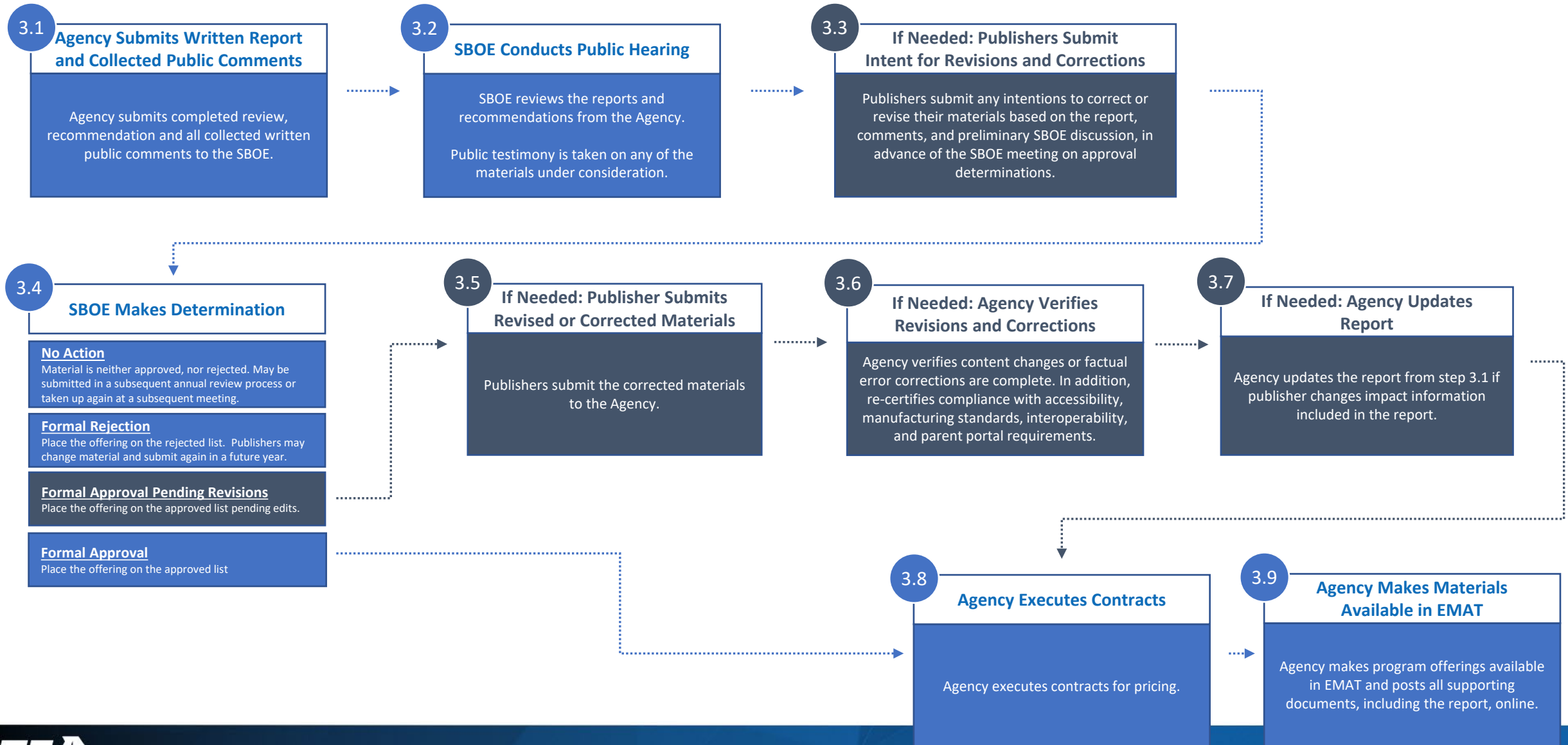


# 2. Instructional Materials Review

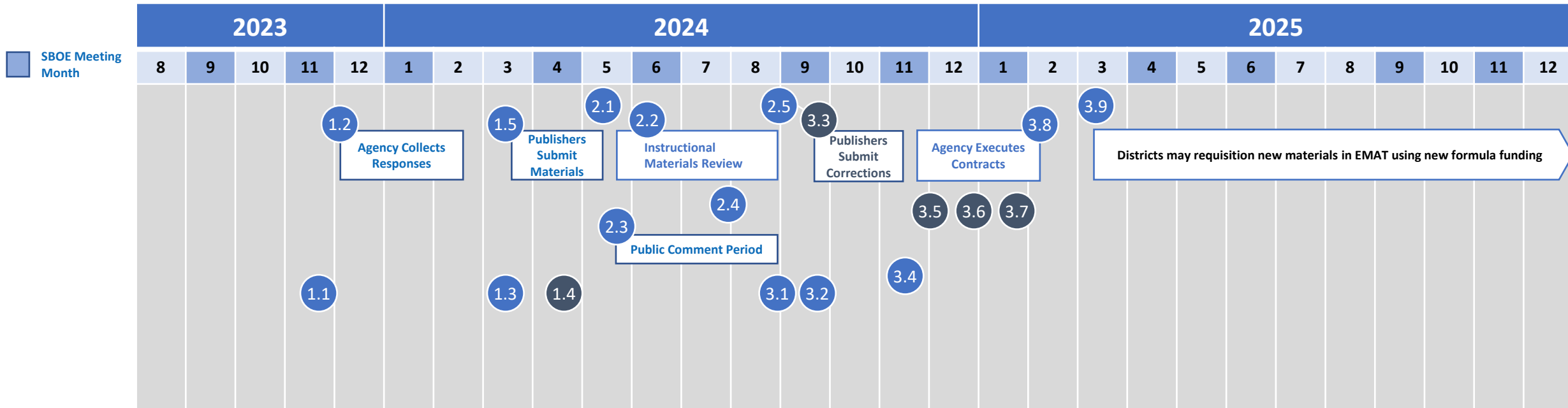




# 3. SBOE Determination



# IMRA Full Process Timeline



# Agenda Item 4 Exhibits

**Exhibit I:** Draft component requirements for publishers to submit materials

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# Publisher Submission Packet for IMRA Review

**Input**

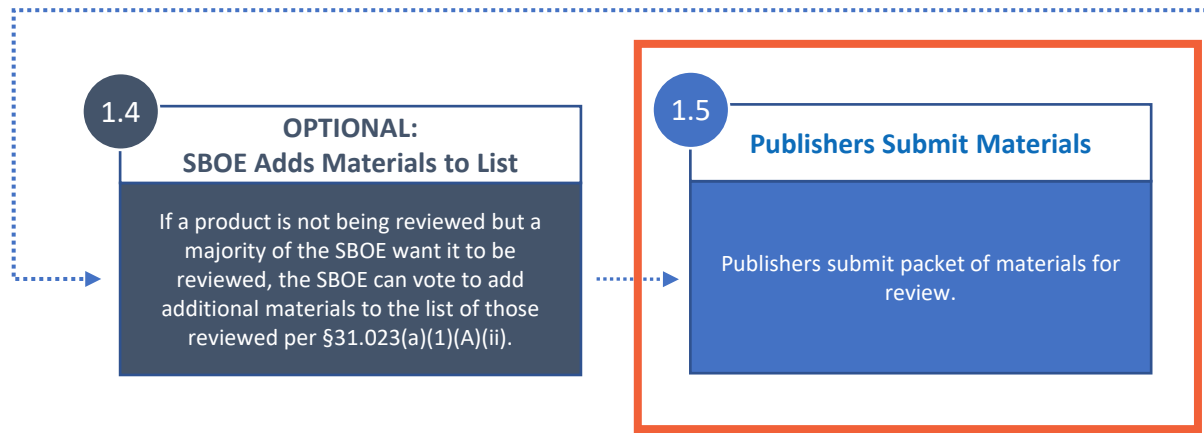
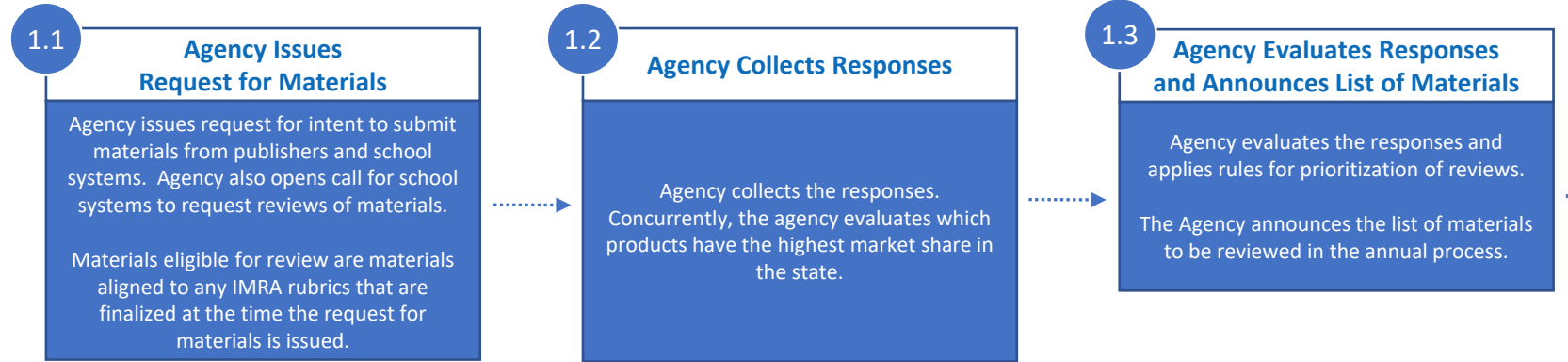
**SBOE Approves Rubrics for IMRA Process on a Rolling Basis**

Agency creates, and SBOE approves, the IMRA rubrics that cover specific content, grade level bands, and scope (e.g. Full-Subject, Partial-Subject, Supplemental) on a rolling basis.

**Input**

**TEKS Revision Triggers IM Review**

SBOE determines the need for a new review of aligned instructional materials due to a revision of the TEKS. §31.022(c-1)



Publishers submit packet of materials for review.

# Publisher Submission Packet

## What information and materials will publishers submit for the IMRA Process?

### Complete Description

Publishers provide information about each program component a publisher intends to use for IMRA Review. This includes preliminary pricing, component audience, and unique program and component ISBNs.

### Correlation Documentation

Publishers must provide correlations that indicate where in each product they believe the required standards are addressed. The correlation must be submitted on a form provided by TEA.

Correlation documents for electronic products must also include a link to the exact location where each expectation is addressed. Publishers with electronic are required to embed the Correlations to the TEKS.

### Required Program Components

Publishers must provide a list of components aligned to the IMRA Quality Rubrics e.g.

- Teacher-facing lesson materials
- Aligned instructional assessments
- Progress monitoring tools
- Supports for students
- Supports for multilingual learners
- Student-facing materials

### Price Information

Publishers provide pricing information for each grade-level program. They may submit one form for a grade-band if the information is identical. This information will be posted alongside the results of the quality review report and is intended to assist districts in making local adoption decisions.

### Electronic Access to Materials

Publishers must provide all information necessary to access the materials including URLs, usernames, and passwords. They must also ensure the following:

- Reviewers have access to every component and resource offered to districts who purchase the base package.
- Login credentials allow access for a minimum of five simultaneous users.
- The material includes word search capability.
- The content in the electronic version remains unchanged from the time the review begins until the final reports are published.
- The materials are complete, final, and fully functional.
- The materials include all components intended for student and teacher use and access to all components and resources linked or referenced on the Component List.
- Any components not available online must be provided as a high-quality PDF or printcopy.

# Agenda Item 4 Exhibits

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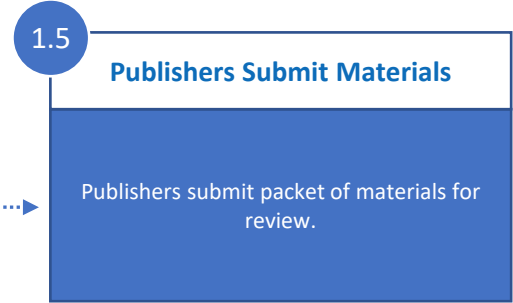
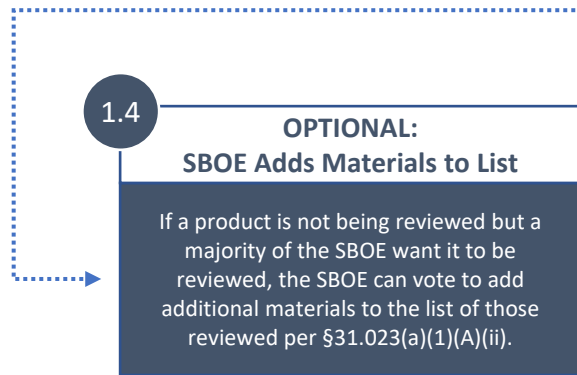
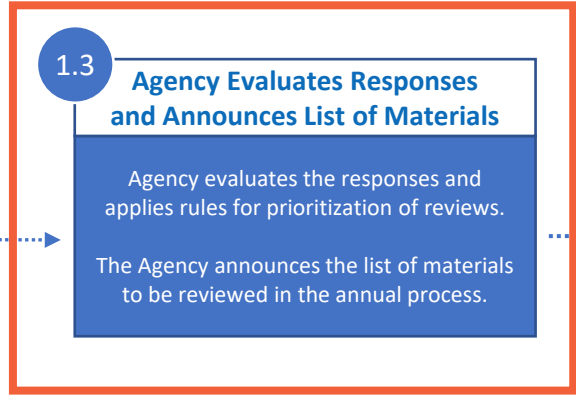
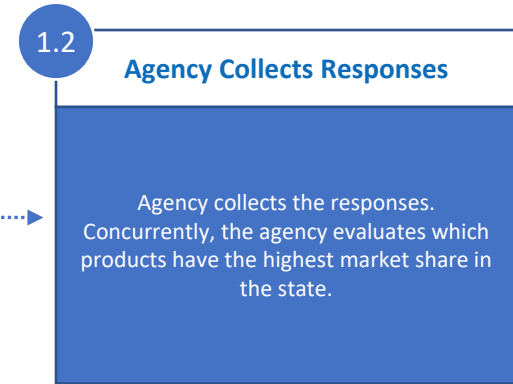
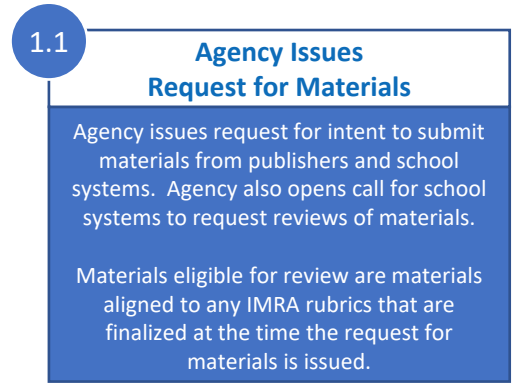
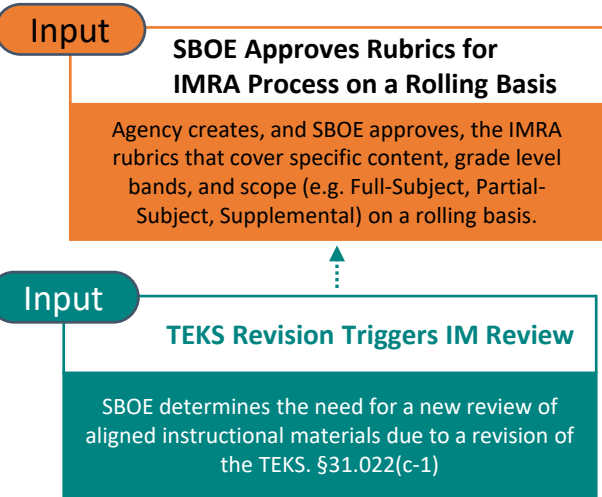
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# 1.3 - Process for Prioritization of Reviews





# Statute As Amended by HB 1605, 88R, 2023

## Texas Education Code § 31.023. INSTRUCTIONAL MATERIAL REVIEW.

(a) The commissioner shall establish, in consultation with and with the approval of the State Board of Education, a process for the annual review of instructional materials by the agency. The process established under this subsection must:

- (1) establish a process for the agency to select instructional materials for review that includes:
  - (A) evaluating requests for review of instructional materials submitted to the agency by:
    - (i) a school district;
    - (ii) a majority of the members of the State Board of Education; or
    - (iii) a publisher of instructional material, which may only be submitted for material published by the requesting publisher;
  - (B) requiring the agency to review materials if the State Board of Education requests by a majority vote that the material be reviewed by the agency;
  - (C) reviewing instructional materials requisitioned or purchased under Section 31.0212; and
  - (D) reviewing instructional materials using a time frame appropriate for the proclamation requesting the revision of the instructional materials under Section 31.022(c-1) to address revisions made by the State Board of Education to the essential knowledge and skills for a particular subject or grade level
- (2) describe the types of instructional materials the agency may review, including:
  - (A) partial subject tier one instructional material, including those designed for use in the phonics curriculum required under Section 28.0062(a)(1);
  - (B) open education resource instructional material;
  - (C) instructional materials developed by a school district and submitted to the agency by the district for review; and
  - (D) commercially available full subject tier one instructional material;
- (3) establish procedures for the agency to conduct reviews of instructional materials, including:
  - (A) the use of a rubric approved under Subsection (b); and
  - (B) consultation with classroom teachers and other curriculum experts for the appropriate subject and grade level; and
- (4) ensure the procedures for review allow the agency to review at least 200 individual instructional materials each year.

# How will materials be prioritized for review if more than 200 submissions are received?

First, any materials required to be reviewed by the SBOE.

Then,

1. Open Education Resource (OER) instructional materials
2. Highest market share based on the most recent TEKS Certification and allotment spend data
3. Voluntary publisher submissions
  1. First year for IMRA rubric in a subject/grade level
  2. Materials related to recently-revised TEKS
4. District submissions

# Agenda Item 4 Exhibits

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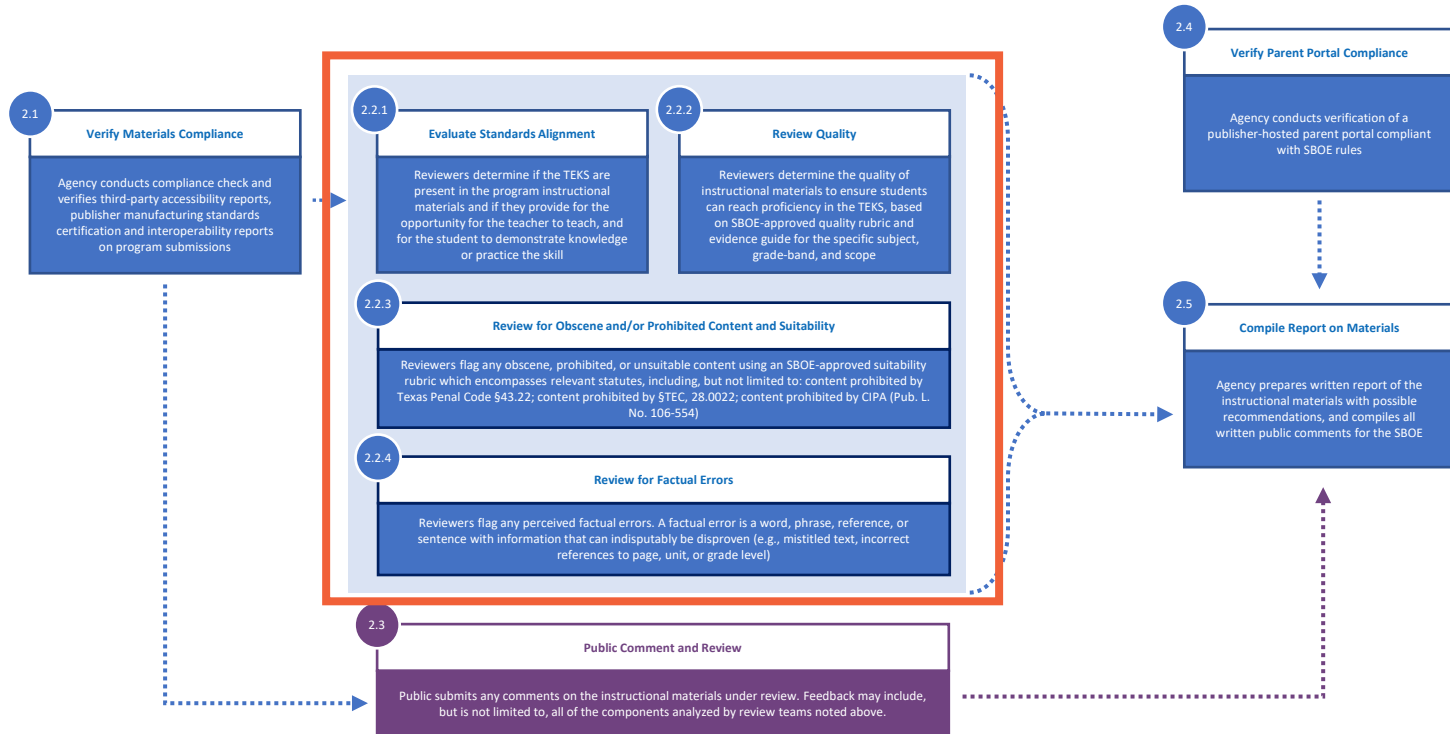
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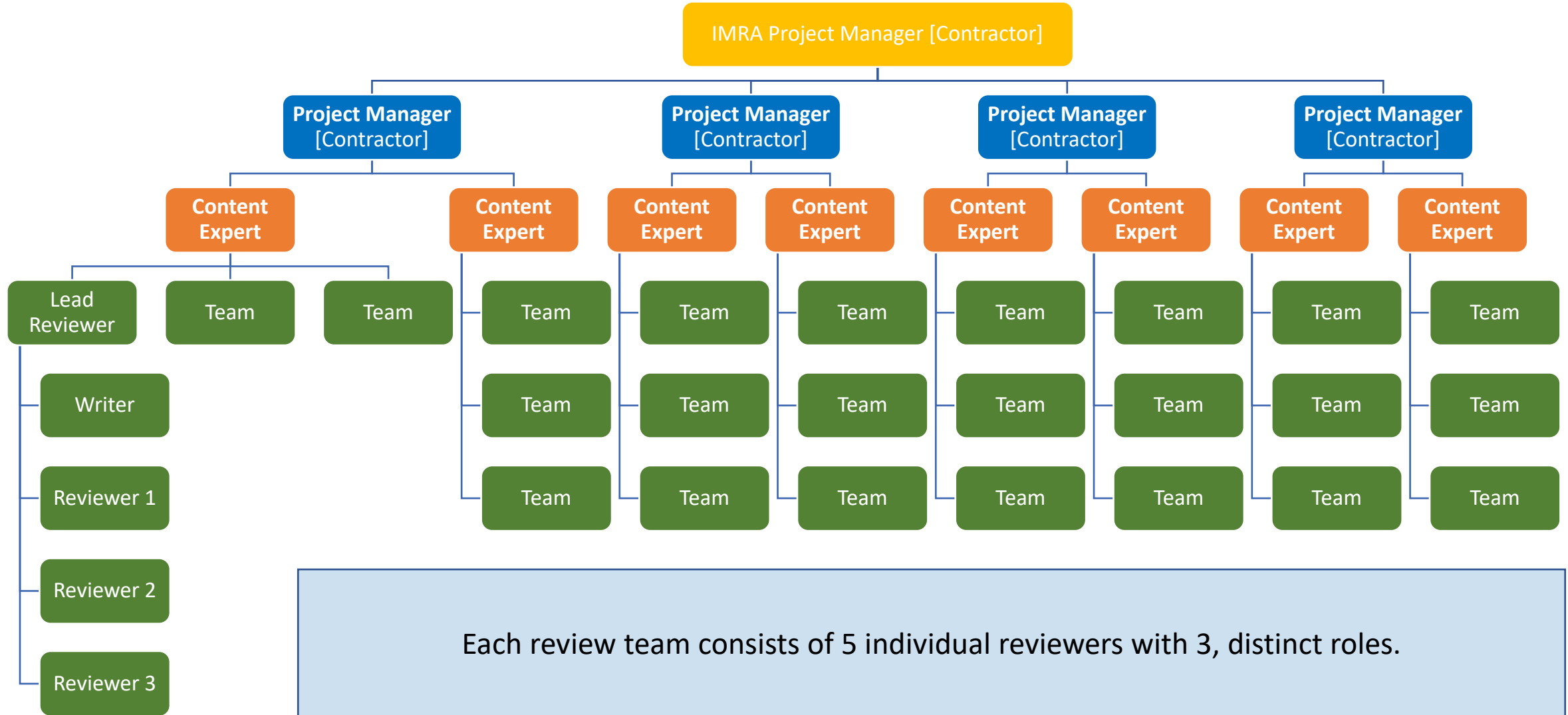
# Role of Reviewers in IMRA



Each team of reviewers will be assigned one grade-band product (e.g., K–2) and be tasked with:

- Assessing standards alignment
- Assessing quality
- Reviewing for suitability and identifying factual errors

# IMRA Review Team Structure



# Proposed IMRA Reviewer Criteria



## Minimum Requirements:

- Texas resident or employed in Texas
- Teaching experience or education in the subject area or employment in the field
- May not have a financial interest in or be employed by a publisher or anyone with a financial interest in the adoption of instructional materials in the previous three years

## Preferred Requirements:

- Five or more years of teaching experience
- Texas teaching certificate
- Deep knowledge and experience in instruction, including an understanding of the Texas Essential Knowledge and Skills
- Experience with Emergent Bilinguals and special education

# Review Team – Lead Reviewer



## ROLE:

- Reviews materials and gathers evidence
- Gives feedback to other reviewers
- Gives input on writer's reports as needed
- Receives feedback and coaching from Content Expert
- Leads weekly team meetings, facilitating consensus

## ADDITIONAL REQUIREMENTS:

- Prior experience coaching and managing a team for at least five (5) years

# Review Team - Writer



## ROLE:

- Drafts written reports using the evidence collected by review team
- Reviews materials and gathers evidence
- Participates in weekly team meetings, building consensus

## ADDITIONAL REQUIRMENTS:

- Must demonstrate strong writing skills and the ability to convey ideas in a clear and succinct manner in their performance task.



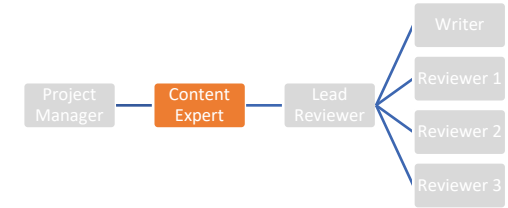
# Review Team - Reviewer



## ROLE:

- Compiles evidence for weekly product reports
- Takes notes on evidence and scores during weekly team meetings, clarifying consensus discussions
- Primarily handle the appeals process

# Content Expert



## ROLE:

- Responsible for review team culture and pace of review
- Provide subject matter and pedagogical expertise for review team members
- Conduct focused feedback loops on quality of evidence collection and draft reports for continuous improvement
- Inspect update reports for content and alignment to the rubric

## ADDITIONAL REQUIRMENTS:

- Prior experience coaching and managing a team for at least five years;
- Strong technical content expertise and nuanced knowledge of the TEKS for at least eight years; and
- Experience with local IM adoption committees.

# Project Manager



## ROLE:

- Coordinate and lead content experts, ensuring tasks are completed on schedule
- Monitor review progress, identify potential issues, and implement corrective actions to keep the project on track
- Facilitate effective communication among team members, ensuring everyone is aligned on review goals and timelines
- Finalize the review report for assigned portfolio of products

# IMRA Reviewer Recruitment and Selection Process Flow



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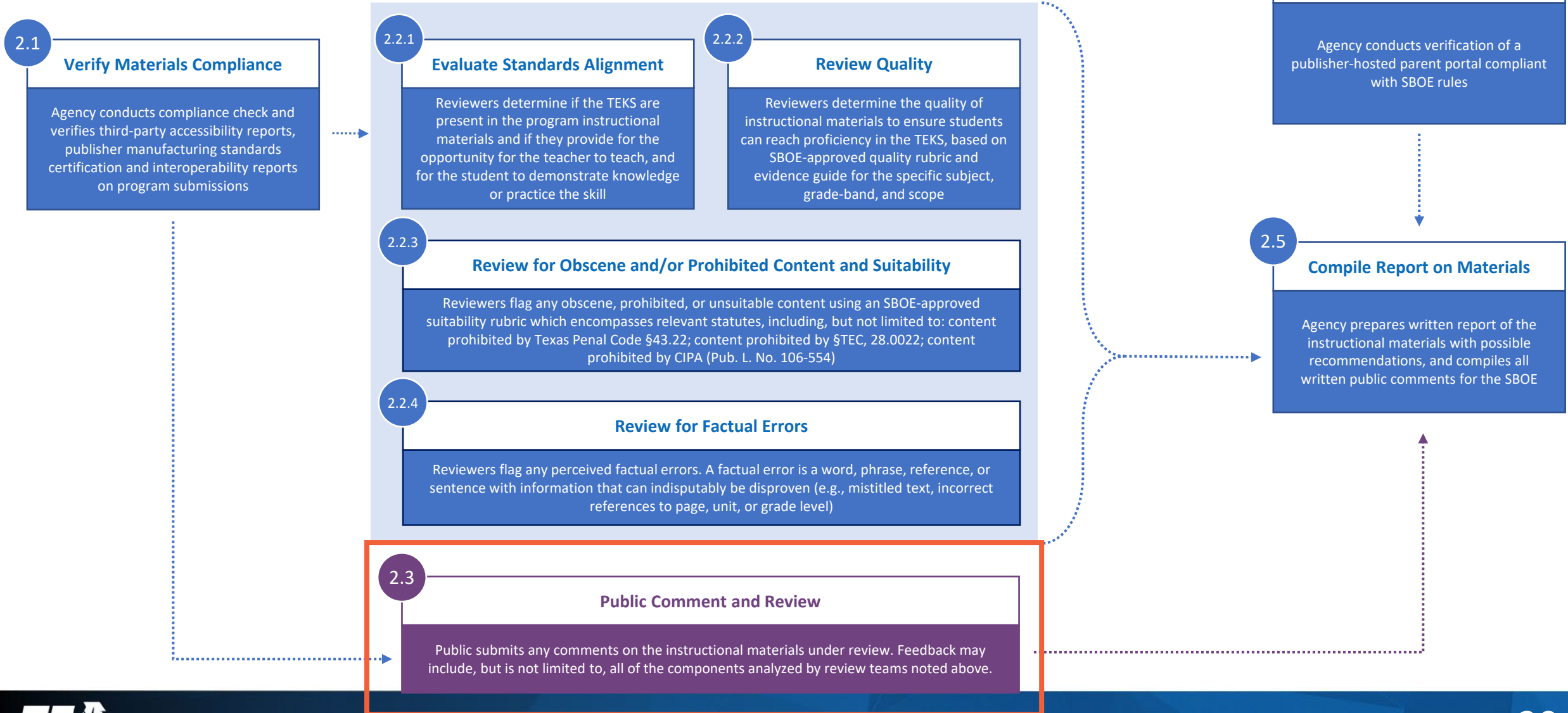
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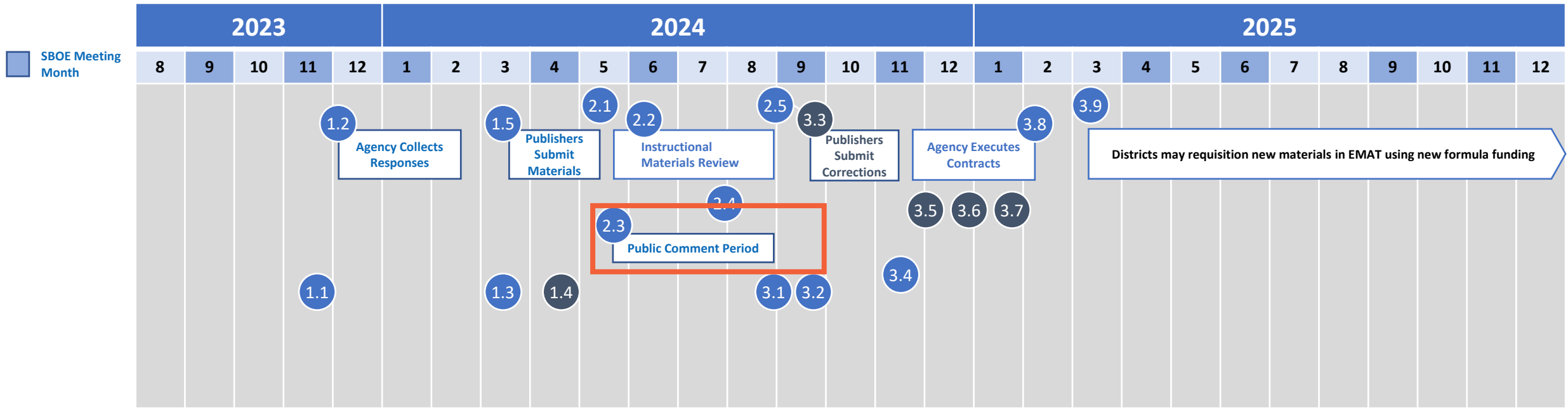
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# 2. Instructional Materials Review



# IMRA Full Process Timeline



# Public Comment and Display– Proclamations 2024 and Prior

## 19 TAC §66.42. Public Comment on Instructional Materials

- (a) The instructional materials public comment period begins when the electronic samples of materials under consideration for adoption are posted on the Texas Education Agency (TEA) website and ends 14 days prior to the meeting at which the State Board of Education (SBOE) will vote to adopt instructional materials.
- (b) Copies of written comments and lists of reported alleged factual errors shall be posted on the TEA website and provided to the SBOE and participating publishers. Any resident of Texas may submit written comments for, against, or about any instructional materials submitted for adoption.
  - (1) Written comments shall be submitted to the commissioner of education in a format designated by the commissioner on or before the deadlines specified in the schedule of adoption procedures.
  - (2) Alleged factual errors shall be submitted to the commissioner in a format designated by the commissioner on or before the deadlines specified in the schedule of adoption procedures.
  - (3) Copies of written comments and lists of reported alleged factual errors shall be posted on the TEA website and provided to the SBOE and participating publishers
- (c) The SBOE shall hold a hearing on instructional materials submitted for review during a regularly scheduled meeting prior to the meeting at which the SBOE will vote to adopt instructional materials.
  - (1) Testimony at the hearing shall be accepted from Texas residents and non-residents with priority given to Texas residents. Copies of written testimony provided at the hearing shall be distributed to SBOE members and to publishers with materials under consideration. Persons who wish to testify must register in accordance with registration procedures in the SBOE Operating Rules, §2.10 (relating to Oral Public Testimony in Connection with Regular Board and Committee Meetings). The SBOE may limit the time available for each person to testify in an effort to hear from everyone who has registered to testify. Persons will also be allowed to register to testify at the hearing, but priority will be given to those persons who registered prior to the deadline, in accordance with the SBOE Operating Rules, §2.12 (relating to Public Hearings).
  - (2) Oral responses to testimony at the hearing may be made by official representatives of publishing companies.
  - (3) An archived recording of the hearing shall be provided on the TEA website.
  - (4) All written publisher responses to comments or public testimony provided at the hearing shall be posted to the TEA website within five working days of their receipt.
- (d) Public comment on instructional materials not adopted by the SBOE on the date specified in the schedule of adoption procedures shall be accepted according to the SBOE Operating Rules, §2.10.



# Statute As Amended by HB 1605, 88R, 2023

## Texas Education Code § 31.022. STATE BOARD OF EDUCATION INSTRUCTIONAL MATERIALS REVIEW AND APPROVAL.

- (a) The State Board of Education shall review instructional materials provided to the board by the agency under Section 31.023. Before approving instructional material, the board may review the material and must determine that the material is free from factual error and suitable for the subject and grade level for which the material is designed, and, if the material is intended to cover the foundational skills reading curriculum in kindergarten through third grade, does not include three-cueing, as defined by Section 28.0062(a-1). The board shall add each material approved under this section to a list of approved instructional materials and may add a material not approved under this section to a list of rejected instructional materials.
- (b) The State Board of Education may adopt criteria necessary for approval of instructional material under Subsection (a) and may require:
- (1) all instructional material submitted as full subject tier one instructional material to cover a minimum percentage, as determined by the board, of the essential knowledge and skills adopted for the subject and grade level for which the material is designed;
  - (2) electronic samples of the material;
  - (3) certain physical specifications;
  - (4) the instructional material to not contain obscene or harmful content and otherwise be compatible with certification requirements under Section 31.1011(a)(1)(B); and
  - (5) the instructional material to be made publicly available for review.

# Public Comment and Display– Proposed

## 19 TAC §66.42. Public Comment on Instructional Materials

- (a) The instructional materials public comment period begins when the electronic samples of materials under consideration for adoption are posted on the Texas Education Agency (TEA) website and ends 14 days prior to the meeting at which the State Board of Education (SBOE) will vote to adopt instructional materials.
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- (d) Public comment on instructional materials not adopted by the SBOE on the date specified in the schedule of adoption procedures shall be accepted according to the SBOE Operating Rules, §2.10.

Propose to maintain the public comment process and incorporate guidance for public comment on suitability.

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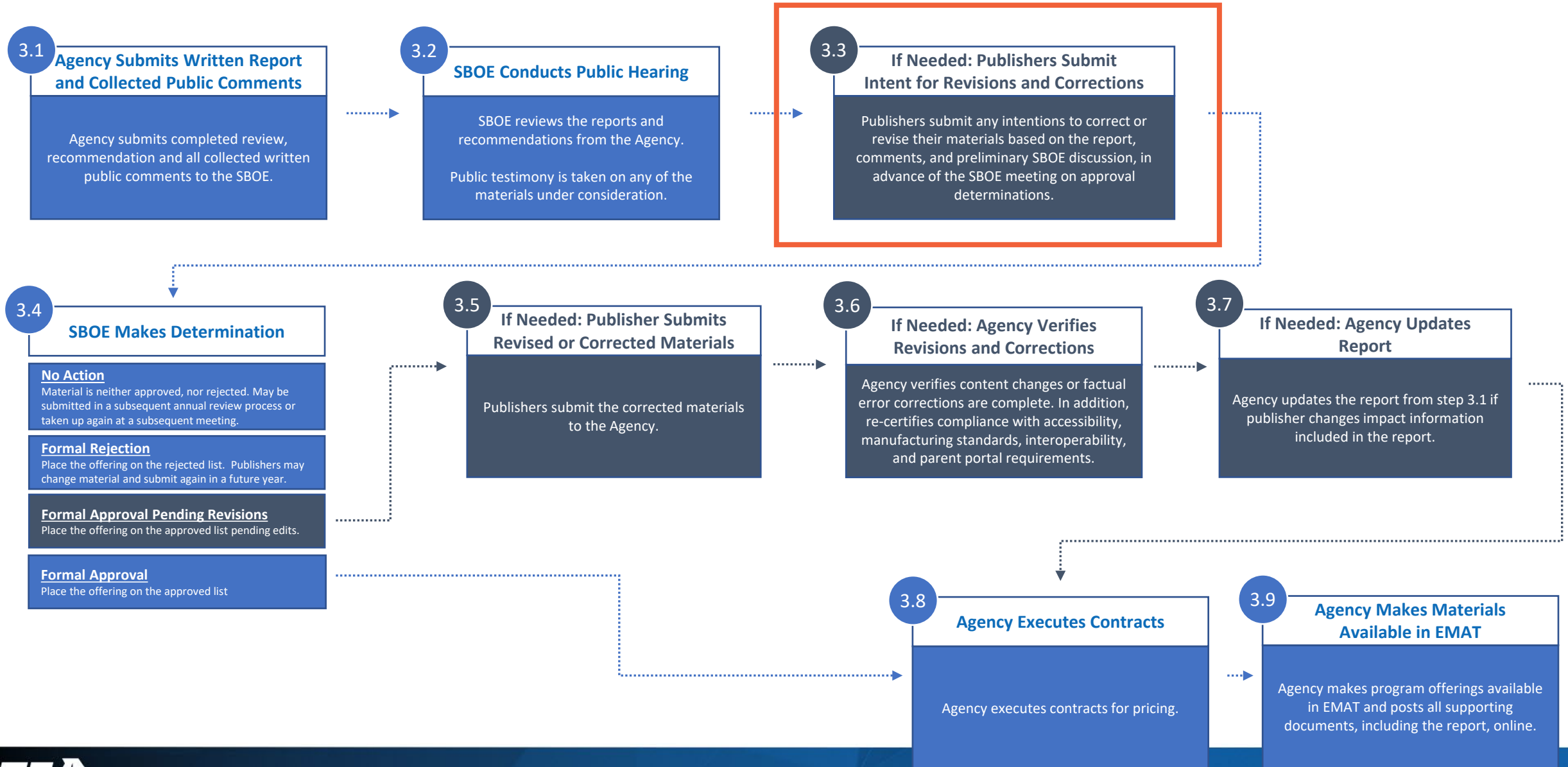
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# 3. SBOE Determination



# Revisions and Corrections Review – Proclamations 2024 and Prior

## 19 TAC §66.43. Adding Content During the Public Comment Period.

- (a) Publishers that wish to add or modify content after submitting their electronic pre-adoption samples but prior to adoption must make the new content available to the public, meet all the same requirements with that new content that the original pre-adoption sample meets, and document changes on the list of corrections and editorial changes, as specified in §66.28 of this title (relating to Requirements for Publisher Participation).
- (b) Changes to content in materials under consideration for adoption made in accordance with subsection (a) of this section, including those proposed in response to public comment, must be received by the Texas Education Agency by seven business days prior to the meeting at which the State Board of Education will vote to adopt instructional materials. The proposed changes shall be posted on the Texas Education Agency website at least five business days prior to the meeting at which the State Board of Education will vote to adopt instructional materials.
- (c) Changes to content in materials under consideration for adoption proposed in response to public testimony must be received by the Texas Education Agency by 5:00 p.m. on the Wednesday prior to the meeting at which the State Board of Education will vote to adopt instructional materials.
- (d) After materials have been adopted, content changes must be made in accordance with §66.75 of this title (relating to Updates to Adopted Instructional Materials).

# Revisions and Corrections Review – Proclamations 2024 and Prior

## 19 TAC §66.75. Updates to Adopted Instructional Materials.

(l) The commissioner may provide an opportunity for publishers to submit updated content and new correlations to that content to update the product's official TEKS or TPG coverage percentage. The commissioner shall post an annual schedule of review procedures on the agency website to provide publishers with adequate notice of review timelines. The updated content shall be reviewed by state review panels during the next available state review panel meeting in accordance with the annual schedule of §66.B. State Adoption of Instructional Materials review procedures. Following the review, the commissioner shall provide a report to the SBOE that includes the following:

- (1) the findings of the review panels regarding the TEKS or TPG coverage as provided in the updated content; and
- (2) alleged factual errors in the updated content identified by state review panels.

(m) The SBOE shall either accept or reject each updated TEKS or TPG coverage percentage and errors report in accordance with §66.66 of this title (relating to Consideration and Adoption of Instructional Materials by the State Board of Education). An updated TEKS alignment determination is considered final, pursuant to TEC, §31.023(a-1).

# Revisions and Corrections Review – Proposed

## 19 TAC §66.43. Adding Content During the Public Comment Period.

- (a) Publishers that wish to add or modify content after submitting their electronic pre-adoption samples but prior to adoption must make the new content available to the public, meet all the same requirements with that new content that the original pre-adoption sample meets, and document changes on the list of corrections and editorial changes, as specified in §66.28 of this title (relating to Requirements for Publisher Participation).
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- (d) After materials have been adopted, content changes must be made in accordance with §66.75 of this title (relating to Updates to Adopted Instructional Materials).

Propose to maintain the revision and correction process during the review but require any significant revisions to apply to the next IMRA cycle.

UPDATED 11.13.23

