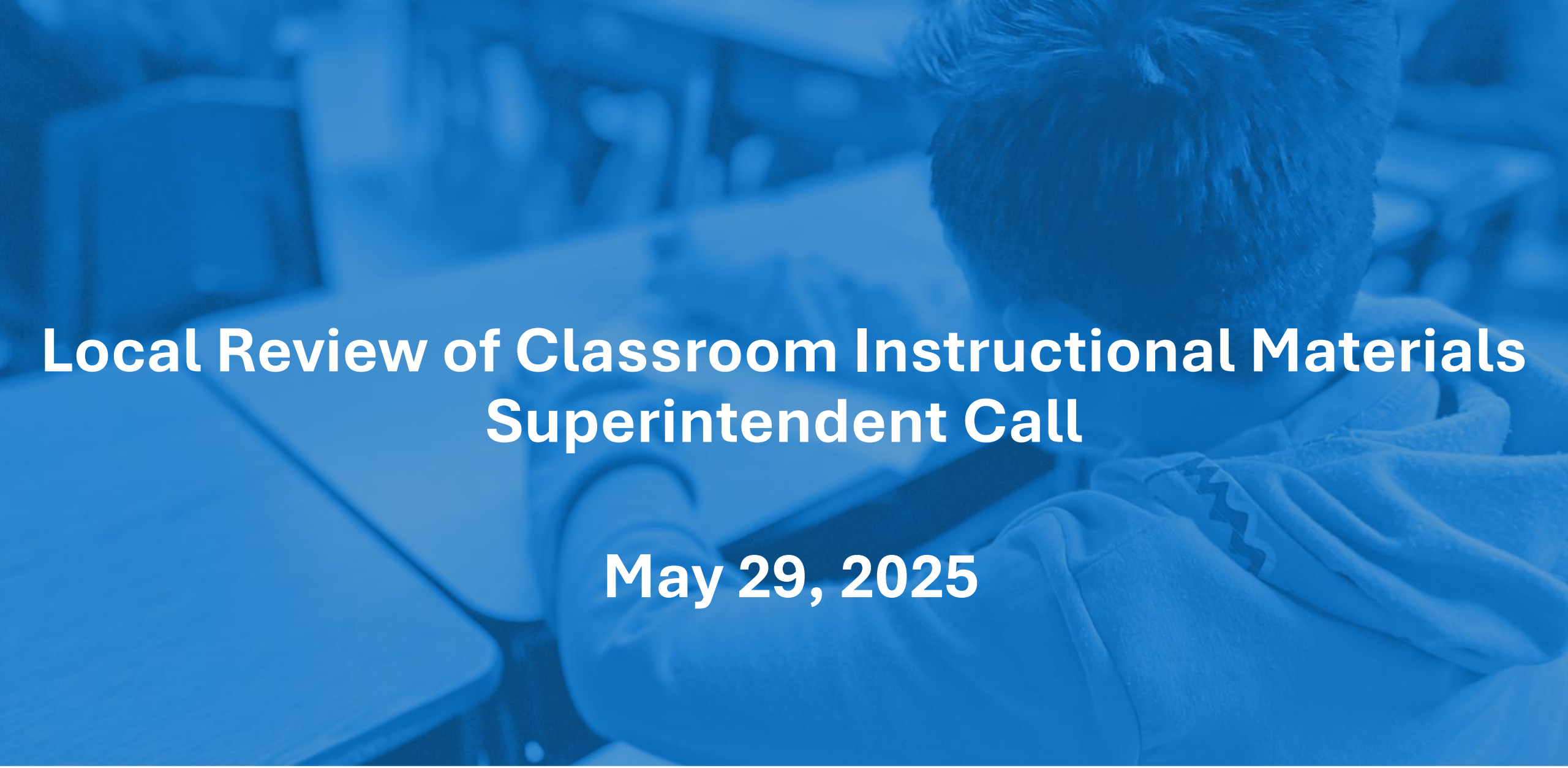


Local Review of Classroom Instructional Materials Superintendent Call

May 29, 2025

Texas Education Agency

HB 1605, Passed in 2023

Instructional Materials Review and Approval (IMRA)

Creates new criteria and an overall process for State Board of Education (SBOE) review and approval. **Criteria include:**

- TEKS Coverage
- Quality
- Suitable for Grade and Subject
- Free from Factual Error
- No Harmful Content and Other Statutory Compliance
- Parent Portal Compliance

Parent Transparency

Requires local school systems to establish a classroom instructional material review process.

Requires publishers to make IMRA-approved textbooks accessible to parents via the Internet.

State-Owned Textbooks

Requires TEA to develop state-owned textbooks that are subject to approval by SBOE.

Provides optional teacher training for districts to utilize the materials and a related grant for educator prep programs.

TEKS Review and Revision

Requires a new vocabulary and book list addendum to the Reading Language Arts (RLA) standards.

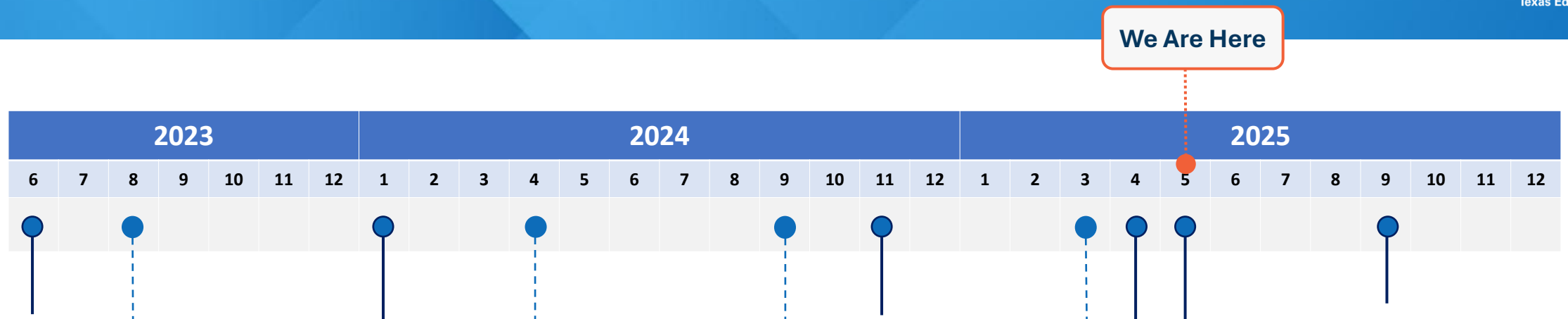
Creates flexibility in the TEKS review and revision schedule.

Prohibits the use of three-cueing in phonics materials.

Teacher Protections

Teachers **cannot** be required to use bi-weekly planning time to create initial instructional materials unless there is a supplemental duty agreement with the teachers.

Local Classroom Reviews Timeline



June 2023
Governor signs HB 1605 88th Regular Session

August 2023
Year 1 Pilot for Reviews Begins

January 2024
SBOE approves IMRA rubrics for Math and ELAR

April 2024
Year 1 Pilot for Reviews Ends

September 2024
Year 2 Pilot for Reviews Begins

November 2024
SBOE votes to approve materials from IMRA Cycle 2024

March 2025
Year 2 Pilot for Reviews Ends

April 2025
Second reading and approval of rubrics and rules for local classroom reviews are adopted

May 2025
SBOE proposed rules for local classroom reviews become effective.

September 2025
Launch grants

Commissioner's Proposed Rules for local classroom reviews become effective.

Local Reviews help determine if the student assignments are meeting the level of rigor determined by the TEKS

A national study examined student classroom work to see if it was on grade-level.[1]

only

17%

of lessons were at grade level (or higher)

TEA reproduced the study methodology with elementary reading teachers.

only

19%

of lessons were at grade level (or higher)

Students & teachers work hard. Students get As and Bs in class, but **proficiency does not grow** because **students are not consistently exposed to rigorous, grade level materials.**

1. The Opportunity Myth, The New Teacher Project, 2018; 2. Texas-based diagnostic of instructional materials use, The New Teacher Project, 2022

Local Reviews help determine if the student assignments correspond to the district's adopted, approved materials

It is important for teachers, leaders and parents to be on the same page about what is being taught in the classroom and that it aligns with expectations set forth by the district.

Superintendents and other district leaders conducting classroom walkthroughs find that the materials being used may or may not be a part of the district's adopted and approved materials for use.

Parents may call the school or district with questions regarding materials in the classroom. These may or may not be a part of the district's adopted and approved materials for use.

To support district & parent visibility into classroom instructional material quality, HB 1605 required TEA to develop Local Classroom Reviews, with rubric approval by SBOE

Chapter 31. Parental Rights And Responsibilities.
Subchapter B. State Review And Adoption
Section 31.0252 Local Review Of Classroom Instructional Material.

(a) The agency shall develop standards in consultation with stakeholders, including educators, by which a school district may conduct a review of instructional materials used by a classroom teacher in a foundation curriculum course under Section 28.002(a)(1) to determine the degree to which the material:

(1) corresponds with the instructional materials adopted by the school district or district campus; and

(2) meets the level of rigor of the essential knowledge and skills adopted under Section 28.002 for the grade level in which it is being used.

(b) The agency shall develop a rubric, approved by the State Board of Education, to determine if reviewed instructional material complies with the rigor requirements described by Subsection (a)(2).

Local Review of Classroom Instructional Materials under HB 1605 is designed to accomplish specific objectives.

	Local Review of Classroom Instructional Materials
What is the purpose of the evaluation?	(1) How consistently are instructional materials used in the classroom those adopted by the school or school system? (2) How consistently are assignments issued to students on grade level?
What is evaluated?	(1) Alignment to district/campus adopted materials (2) Grade-appropriate rigor (TEKS & Quality)
Scope of Review	Classroom Instructional Materials
What materials are evaluated?	Student Assignments
Who conducts the evaluation?	Certified Reviewers (from ESCs or Approved Vendors) TEC, §31.0252 (d)
When is it evaluated?	Statewide submission window begins September 1st and extends through the last instructional day for students. §67.69
How is it reported?	Local Classroom Review Report

Who can request a local classroom review?

	School District Request	Parent Request
Why would a local classroom review be requested?	• To gain insight to the quality of the current instructional materials and/or are considering an adoption process and need data support. • To obtain data on implementation of current instructional materials to determine next steps. • To proactively address parent concerns and minimize the opportunity for ad-hoc review requests.	• I want to access what my child is doing in class and what the teacher is using to teach. • I don't think what my child brought home or did in class is rigorous for their grade/course • I don't think what my child brought home or did in class is appropriate for the grade/course.
How would the local classroom review be requested?	School districts can submit the TEA request form online and provide assignments for review. Districts can request a local classroom review through their local school systems beginning September 1, 2025.	Parents can request a local classroom review through their local school systems beginning September 1, 2025, per §67.69.
How will the costs of the approved reviews be covered?	Grant funds will be used to support district-requested reviews, with early requests having a higher likelihood of being funded. Funding availability will depend on the volume of local classroom review requests throughout the year. Once all grant funds have been spent, districts may continue to submit requests; however, review costs must then be covered with local funds.	Parent requests approved by the school district will be prioritized and conducted at no cost to parents. Funding is provided through a grant for local classroom reviews. Funding availability will depend on the volume of local classroom review requests received throughout the year.
How will the results of the review be reported?	Local Classroom Review Report, published on the district's website	Local Classroom Review Report, published on the district's website

Example Local Classroom Review Report

District	Campus	Unique ID #
Longhorn ISD	Longhorn Intermediate	PARE-0374

Subject	Grade Level	Report Type
Math	Grade 4	Parent Request

Local Classroom Review Summary:

Alignment to District Adopted Materials	Yes
Meet Expectations for Grade-Level Rigor	Yes

The instructional materials submitted for the local classroom review are aligned to the district-approved materials and meet the expectations for grade-level rigor.

English Language Arts K-3 Foundational Skills Rubric Section	Rigor Review Summary
Phonics Compliance	Not Scored
TEKS Alignment	Note Scored
Foundational Skills	Not Scored

English Language Arts K-3 Reading Comprehension Rubric Section	Rigor Review Summary
TEKS Alignment	Not Scored
Text Complexity	Not Scored
Knowledge and Coherence	Not Scored
Text-based Responses	Not Scored

English Language Arts 4-8 Reading Comprehension Rubric Section	Rigor Review Summary
TEKS Alignment	Not Scored
Text Complexity	Not Scored
Knowledge and Coherence	Not Scored
Text-based Responses	Not Scored

Mathematics K-12 Rubric Section	Rigor Review Summary
TEKS Alignment	Yes
Depth and Coherence	No
Balance Conceptual and Procedural Understanding	Yes
Productive Struggle	Yes

Chapter 31. Parental Rights And Responsibilities.
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(1) corresponds with the instructional materials adopted by the school district or district campus; and

(2) meets the level of rigor of the essential knowledge and skills adopted under Section 28.002 for the grade level in which it is being used.

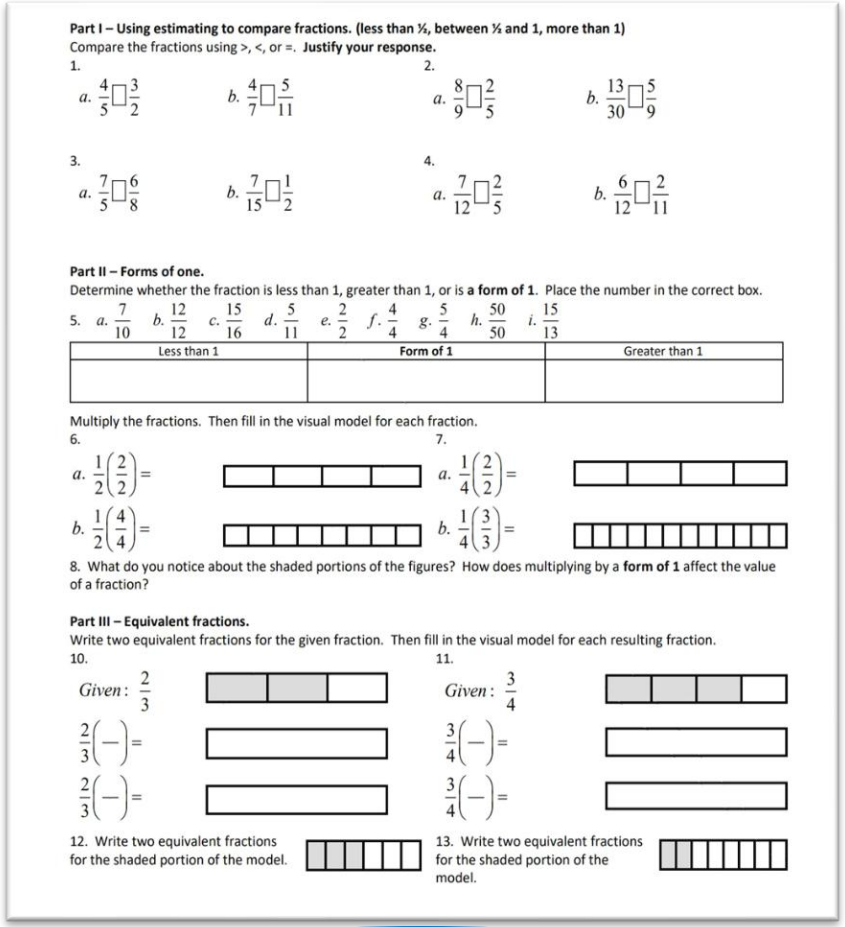
(b) The agency shall develop a rubric, approved by the State Board of Education, to determine if reviewed instructional material complies with the rigor requirements described by Subsection (a)(2).

*The data included in the report represents the findings based on the artifacts submitted by the district or campus for the sample of lessons evaluated. It is not an evaluation of a complete set of instructional materials for a full year.

(1) Does the assignment submitted for the **local classroom review** align to district adopted materials?

EXAMPLE

Math Assignment Submitted for Local Classroom Review



Part I – Using estimating to compare fractions. (less than ½, between ½ and 1, more than 1)
Compare the fractions using >, <, or =. **Justify your response.**

1. a. $\frac{4}{5} \square \frac{3}{2}$ b. $\frac{4}{7} \square \frac{5}{11}$

2. a. $\frac{8}{9} \square \frac{2}{5}$ b. $\frac{13}{30} \square \frac{5}{9}$

3. a. $\frac{7}{5} \square \frac{6}{8}$ b. $\frac{7}{15} \square \frac{1}{2}$

4. a. $\frac{7}{12} \square \frac{2}{5}$ b. $\frac{6}{12} \square \frac{2}{11}$

Part II – Forms of one.
Determine whether the fraction is less than 1, greater than 1, or is **a form of 1**. Place the number in the correct box.

5. a. $\frac{7}{10}$ b. $\frac{12}{12}$ c. $\frac{15}{16}$ d. $\frac{5}{11}$ e. $\frac{2}{2}$ f. $\frac{4}{4}$ g. $\frac{5}{4}$ h. $\frac{50}{50}$ i. $\frac{15}{13}$

Less than 1	Form of 1	Greater than 1

Multiply the fractions. Then fill in the visual model for each fraction.

6. a. $\frac{1}{2}\left(\frac{2}{2}\right) =$ b. $\frac{1}{2}\left(\frac{4}{4}\right) =$

7. a. $\frac{1}{4}\left(\frac{2}{2}\right) =$ b. $\frac{1}{4}\left(\frac{3}{3}\right) =$

8. What do you notice about the shaded portions of the figures? How does multiplying by a **form of 1** affect the value of a fraction?

Part III – Equivalent fractions.
Write two equivalent fractions for the given fraction. Then fill in the visual model for each resulting fraction.

10. Given: $\frac{2}{3}$ $\frac{2}{3}\left(\frac{\quad}{\quad}\right) =$ $\frac{2}{3}\left(\frac{\quad}{\quad}\right) =$

11. Given: $\frac{3}{4}$ $\frac{3}{4}\left(\frac{\quad}{\quad}\right) =$ $\frac{3}{4}\left(\frac{\quad}{\quad}\right) =$

12. Write two equivalent fractions for the shaded portion of the model.

13. Write two equivalent fractions for the shaded portion of the model.

Assignment Source: Edmentum Inc, Study Island

Does the assignment submitted for the local classroom review correspond to the materials adopted by the district?

✓ **Yes**

Math Certification Information Submitted by the District for 2025-2026

Mathematics Certification

Scope and Sequence - All Grade Levels Mathematics

QUESTION 12.0:
Are instructional materials for mathematics managed at the LEA level and generally consistent across classrooms??

☒Yes
☐No

Mathematics K–5 TEKS Coverage Certification

QUESTION 13.0:
For school year 2025–26, will your LEA provide materials to cover 100% of the **mathematics TEKS grades K–5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

☒Yes
☐No

Mathematics K–5 Instructional Materials

QUESTION 14.0:
Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your LEA will use regularly (once a week or more, on average) for **mathematics grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

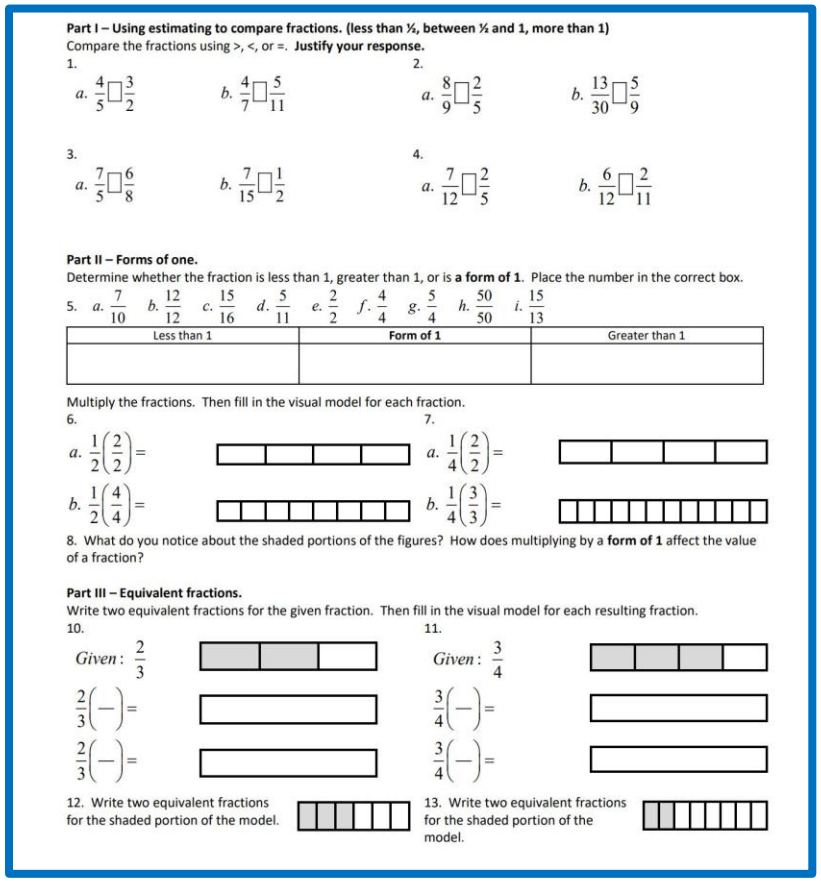
Mathematics grades K–5 full-subject and/or supplemental publisher(s)/ product(s) used:

Edmentum, Study Island

(2) Does the assignment submitted for the **local classroom review** meet the level of rigor of the essential knowledge and skills for the grade level in which it is being used?

EXAMPLE

Math Assignment Submitted for Local Classroom Review



Part I – Using estimating to compare fractions. (less than ½, between ½ and 1, more than 1)

Compare the fractions using >, <, or =. **Justify your response.**

1.
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2.
a. $\frac{8}{9} \square \frac{2}{5}$
b. $\frac{13}{30} \square \frac{5}{9}$

3.
a. $\frac{7}{5} \square \frac{6}{8}$
b. $\frac{7}{15} \square \frac{1}{2}$

4.
a. $\frac{7}{12} \square \frac{2}{5}$
b. $\frac{6}{12} \square \frac{2}{11}$

Part II – Forms of one.

Determine whether the fraction is less than 1, greater than 1, or is **a form of 1**. Place the number in the correct box.

5. a. $\frac{7}{10}$ b. $\frac{12}{12}$ c. $\frac{15}{16}$ d. $\frac{5}{11}$ e. $\frac{2}{2}$ f. $\frac{4}{4}$ g. $\frac{5}{4}$ h. $\frac{50}{50}$ i. $\frac{15}{13}$

Less than 1	Form of 1	Greater than 1

Multiply the fractions. Then fill in the visual model for each fraction.

6.
a. $\frac{1}{2}\left(\frac{2}{2}\right) =$
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7.
a. $\frac{1}{4}\left(\frac{2}{2}\right) =$
b. $\frac{1}{4}\left(\frac{3}{3}\right) =$

8. What do you notice about the shaded portions of the figures? How does multiplying by a **form of 1** affect the value of a fraction?

Part III – Equivalent fractions.

Write two equivalent fractions for the given fraction. Then fill in the visual model for each resulting fraction.

10. Given: $\frac{2}{3}$
$\frac{2}{3}\left(-\right) =$
$\frac{2}{3}\left(-\right) =$

11. Given: $\frac{3}{4}$
$\frac{3}{4}\left(-\right) =$
$\frac{3}{4}\left(-\right) =$

12. Write two equivalent fractions for the shaded portion of the model.

13. Write two equivalent fractions for the shaded portion of the model.

Does the assignment submitted for the local classroom review meet the level of rigor of the essential knowledge and skills for the grade level in which it is being used?

✓ **Yes**

Math: K-12 Local Classroom Review Rubric

Mathematics K–12

1.TEKS Alignment

Does the assignment align with grade-level standards?

1.1	The assignment includes an opportunity for students to demonstrate the knowledge or practice the skill(s) as outlined in the grade-level TEKS.
1.2	The assignment includes an opportunity for students to engage with mathematical process standards aligned to grade-level TEKS.

2. Depth and Coherence

Does the assignment provide opportunities for students to demonstrate depth of understanding aligned to the TEKS?

2.1	The assignment includes an opportunity for students to demonstrate depth of understanding aligned to the TEKS.
2.2	The assignment includes an opportunity for students to apply conceptual understanding to new problem situations and contexts through doing, writing, and/or discussing.

3. Balance Conceptual and Procedural Understanding

Does the assignment allow students to engage in conceptual understanding and/or procedural skills as required by the TEKS?

3.1	The assignment includes an opportunity for students to engage with various representations of mathematical situations, patterns, and procedures.
3.2	The assignment includes an opportunity for students to use concrete models, manipulatives, pictorial or abstract representations in alignment with the grade-level TEKS.

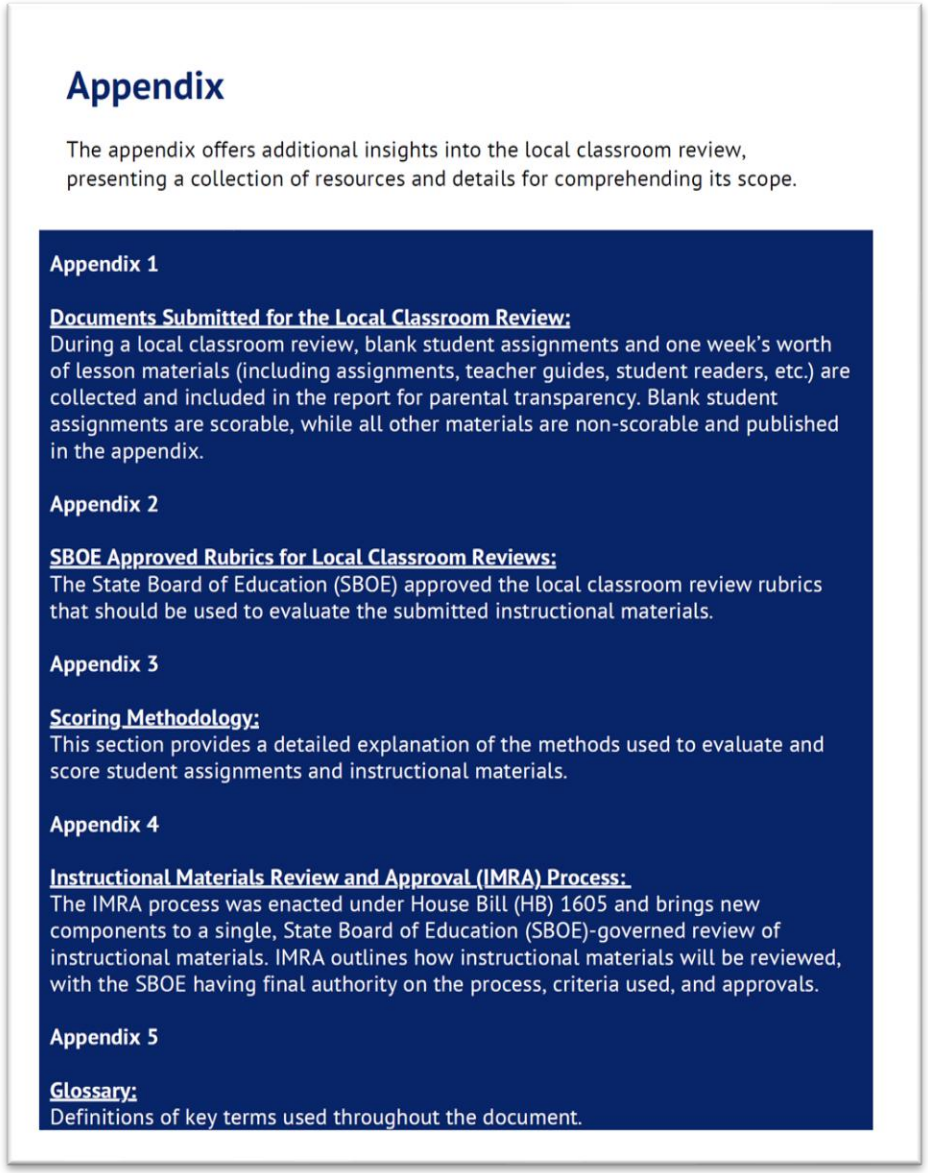
4. Productive Struggle

Does the assignment allow students to engage in productive problem-solving?

4.1	The assignment includes an opportunity for students to think critically through complex mathematical problems.
4.2	The assignment includes an opportunity for students to explain or justify ways to solve problems.

Local Classroom Review Rubric
Mathematics K–12 as approved by the SBOE on 04/11/2025

Full classroom materials are organized and featured in full in the Appendix, providing transparency to administrators & parents



Appendix

The appendix offers additional insights into the local classroom review, presenting a collection of resources and details for comprehending its scope.

Appendix 1

Documents Submitted for the Local Classroom Review:
During a local classroom review, blank student assignments and one week's worth of lesson materials (including assignments, teacher guides, student readers, etc.) are collected and included in the report for parental transparency. Blank student assignments are scorable, while all other materials are non-scorable and published in the appendix.

Appendix 2

SBOE Approved Rubrics for Local Classroom Reviews:
The State Board of Education (SBOE) approved the local classroom review rubrics that should be used to evaluate the submitted instructional materials.

Appendix 3

Scoring Methodology:
This section provides a detailed explanation of the methods used to evaluate and score student assignments and instructional materials.

Appendix 4

Instructional Materials Review and Approval (IMRA) Process:
The IMRA process was enacted under House Bill (HB) 1605 and brings new components to a single, State Board of Education (SBOE)-governed review of instructional materials. IMRA outlines how instructional materials will be reviewed, with the SBOE having final authority on the process, criteria used, and approvals.

Appendix 5

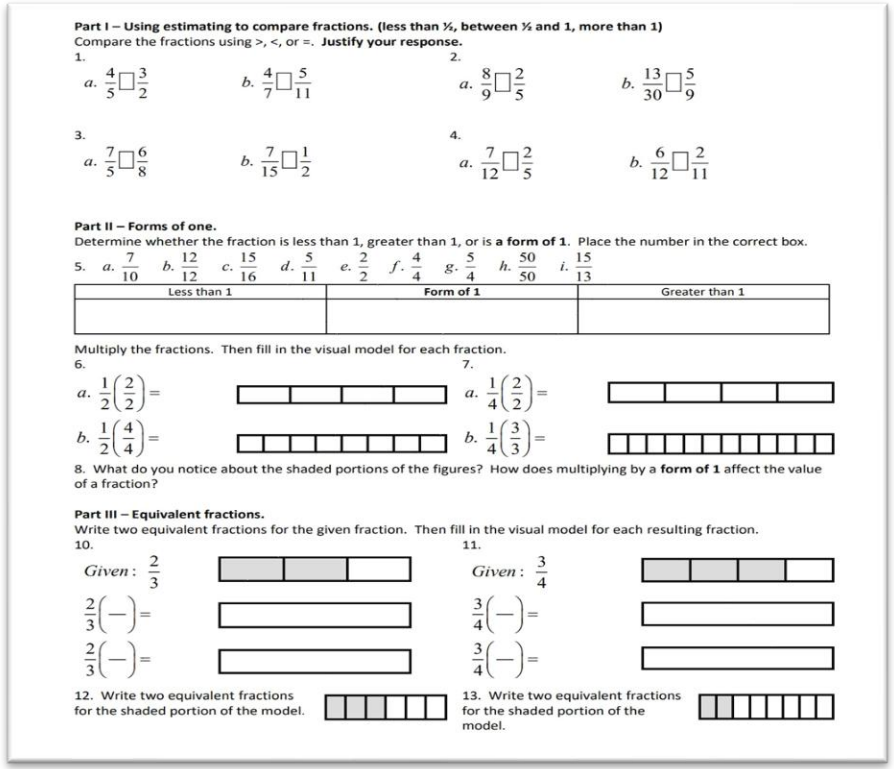
Glossary:
Definitions of key terms used throughout the document.

- In a local classroom review, one week's worth of lesson material is gathered and included in the report in the appendix, for maximum parental transparency.
- A local classroom review only uses student assignments for the purposes of scoring/evaluating the review. But all materials (including assignments, teacher guide, student readers, etc.) are included in the appendix.
- Materials included in the appendix are noted as scorable or nonscorable materials.

Example: Classroom instructional materials are organized and featured in full in the local classroom review report appendix

Math

Blank Student Assignment



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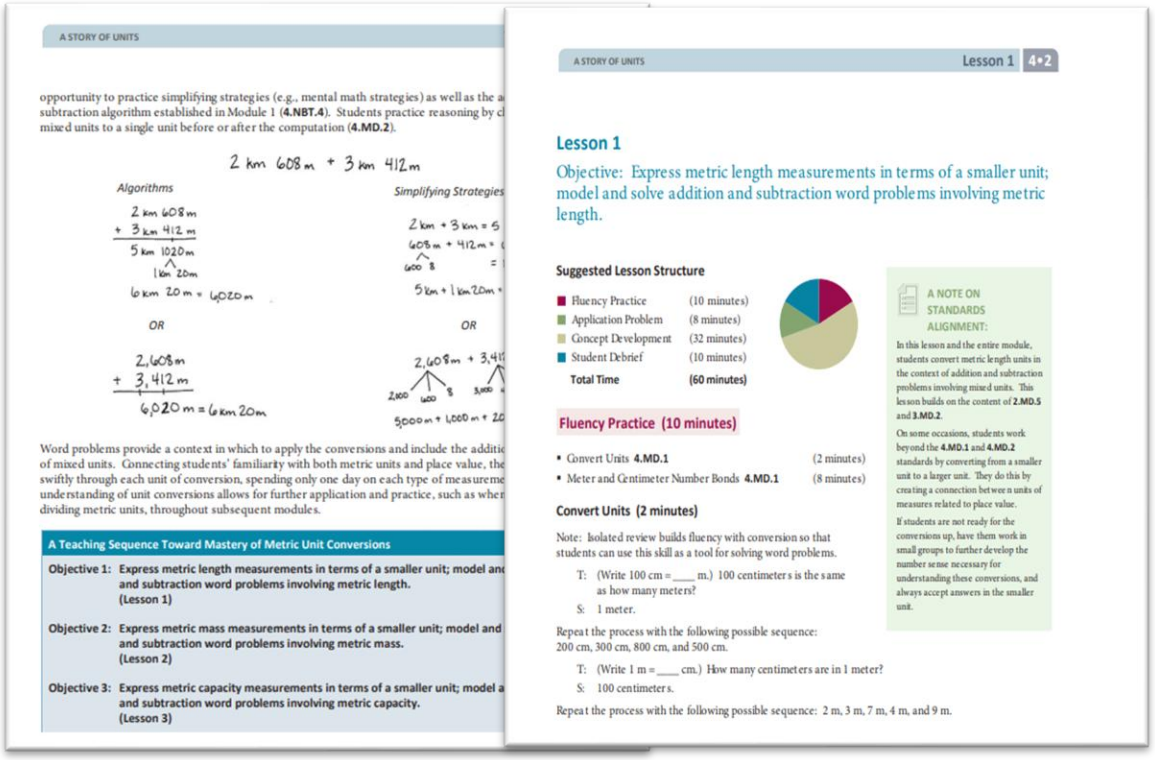
11. Given: $\frac{3}{4}$ $\frac{3}{4}\left(-\right) =$ $\frac{3}{4}\left(-\right) =$

12. Write two equivalent fractions for the shaded portion of the model.
13. Write two equivalent fractions for the shaded portion of the model.

Scorable-Blank student assignments are classified as scorable documents for local classroom reviews.

Math

Teacher Guide



A STORY OF UNITS

opportunity to practice simplifying strategies (e.g., mental math strategies) as well as the a subtraction algorithm established in Module 1 (**4.NBT.4**). Students practice reasoning by c mixed units to a single unit before or after the computation (**4.MD.2**).

2 km 608 m + 3 km 412 m

Algorithms

2 km 608 m
+ 3 km 412 m
5 km 1020 m
1 km 20 m
6 km 20 m = 6020 m

OR

2,608 m
+ 3,412 m
6,020 m = 6 km 20 m

Simplifying Strategies

2 km + 3 km = 5
608 m + 412 m =
600 8
5 km + 1 km 20 m

OR

2,608 m + 3,41
2,600 600 8 3,000
5,000 m + 1,000 m + 20

Word problems provide a context in which to apply the conversions and include the additi of mixed units. Connecting students' familiarity with both metric units and place value, the swiftly through each unit of conversion, spending only one day on each type of measureme understanding of unit conversions allows for further application and practice, such as wher dividing metric units, throughout subsequent modules.

A Teaching Sequence Toward Mastery of Metric Unit Conversions

Objective 1: Express metric length measurements in terms of a smaller unit; model an and subtraction word problems involving metric length. (Lesson 1)

Objective 2: Express metric mass measurements in terms of a smaller unit; model and and subtraction word problems involving metric mass. (Lesson 2)

Objective 3: Express metric capacity measurements in terms of a smaller unit; model a and subtraction word problems involving metric capacity. (Lesson 3)

A STORY OF UNITS Lesson 1 4•2

Lesson 1

Objective: Express metric length measurements in terms of a smaller unit; model and solve addition and subtraction word problems involving metric length.

Suggested Lesson Structure

Fluency Practice	(10 minutes)
Application Problem	(8 minutes)
Concept Development	(32 minutes)
Student Debrief	(10 minutes)
Total Time	(60 minutes)

A NOTE ON STANDARDS ALIGNMENT:

In this lesson and the entire module, students convert metric length units in the context of addition and subtraction problems involving mixed units. This lesson builds on the content of **2.MD.5** and **3.MD.2**.

On some occasions, students work beyond the **4.MD.1** and **4.MD.2** standards by converting from a smaller unit to a larger unit. They do this by creating a connection between units of measures related to place value.

If students are not ready for the conversions up, have them work in small groups to further develop the number sense necessary for understanding these conversions, and always accept answers in the smaller unit.

Fluency Practice (10 minutes)

- Convert Units **4.MD.1** (2 minutes)
- Meter and Centimeter Number Bonds **4.MD.1** (8 minutes)

Convert Units (2 minutes)

Note: Isolated review builds fluency with conversion so that students can use this skill as a tool for solving word problems.

T: (Write 100 cm = ____ m.) 100 centimeters is the same as how many meters?
S: 1 meter.

Repeat the process with the following possible sequence: 200 cm, 300 cm, 800 cm, and 500 cm.

T: (Write 1 m = ____ cm.) How many centimeters are in 1 meter?
S: 100 centimeters.

Repeat the process with the following possible sequence: 2 m, 3 m, 7 m, 4 m, and 9 m.

Non- Scorable-All other materials collected for the local classroom review are classified as non-scorable documents and published in the appendix of the report.

What process requirements related to the local classroom reviews are important for LEAs to consider?

Establish a process for parents to request a local classroom review.

Process Requirements:

- Establish the minimum requirements for a parent's petition to the school board including the submission guidelines and timelines.
- Ensure the process aligns to the statewide submission window: September 1st through the last instructional day for students.
- Petitions must be considered at the regular board meeting immediately following submission, provided they meet the deadline.

Parent Petition Details:

Must include student assignment, grade level, content area, campus name, and teacher name.

- Establish an appeal process for parents if a petition is denied by the school district board of trustees.

Appeal Process Details:

Must include steps for submitting an appeal, criteria for reviewing the appeal, and timelines for a final decision

19 TAC § 67.69. Local Review of Classroom Instructional Materials

Upcoming Webinars

Title:

Local Classroom Reviews: **Overview for Parents**

Description:

An overview of the local classroom reviews featuring the major components and timelines for implementation as it relates to parents.

Audience: Parents of students enrolled in Texas schools

Date	Title
June 25, 2025	Local Classroom Reviews Overview for Parents

A webinar will be posted no later than Wednesday, **June 25, 2025**, outlining guidance for parents on the local classroom reviews page.

Title:

Local Classroom Reviews: **Overview for LEAs**

Description:

An overview of the local classroom reviews featuring the major components and timeline for implementation as it relates to LEAs.

Audience: District and Campus Leaders, Teachers

Date	Title
June 25, 2025	Local Classroom Reviews Overview for LEA's

A webinar will be posted no later than Wednesday, **June 25, 2025**, outlining guidance for districts on the local classroom reviews page.