IMRA Instructional Materials Review and Approval

Request for Instructional Materials (RFIM)

Instructional Materials Review and Approval Cycle 2026

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Change Log

A change log is included below to track revisions.

Date	Action	Page(s) Impacted	Summary of Action
10/22/2025	Added “Change Log”	3	A “Change Log” was added.
10/22/2025	Added clarification of foundation subjects and enrichment subjects	4–5	Additional language was added to clarify foundation and enrichment subjects and requirements under each instructional materials category.
10/22/2025	Learning quality rubric correlations due date updated	25	The learning quality section of the quality rubric correlations due date was updated to May 15, 2026.
10/22/2025	Public comment period updated	8 and 26	The public comment end date was updated to August 31, 2026.
10/25/2025	Updated CST to CDT	22	October 31, 2025, at 11:59 p.m. CST was updated to CDT.
2/5/2026	Public comment period updated	8	The public comment period was updated to begin May 1, 2026.
2/5/2026	Implementation quality rubric correlations due date updated	24	The Implementation quality section of the quality rubric correlations due date was updated to April 24, 2026.
2/5/2026	Quality review kick-off date was updated	25	The IMRA Cycle 2026 kick-off meeting was updated to May 1–4, 2026
2/5/2026	Suitability review kick-off meeting date was added	25	The IMRA Cycle 2026 kick-off meeting was updated to May 14–16, 2026
3/6/2026	Quality review kick-off meeting location was updated	27	The IMRA Cycle 2026 kick-off meeting location was updated to the Sheraton Dallas Hotel.
3/6/2026	Suitability review kick-off meeting location was updated	27	The IMRA Cycle 2026 kick-off meeting for suitability was updated to the Hilton Anatole.
3/6/2026	Standards-alignment correlations deadline time clarified (5:00 p.m. CDT)		Standards-alignment correlations deadline was updated to 5:00 p.m. CDT.
3/6/2026	Suitability correlations deadline time clarified (5:00 p.m. CDT)	26	Suitability correlations deadline was updated to 5:00 p.m. CDT.
3/6/2026	Implementation quality section of the quality rubric correlations deadline time clarified (5:00 p.m. CDT)	26	Implementation quality section of the quality rubric correlations was updated to 5:00 p.m. CDT.

Date	Action	Page(s) Impacted	Summary of Action
3/6/2026	Learning quality section of the quality rubric correlations deadline time clarified (5:00 p.m. CDT)	27	Learning quality section of the quality rubric correlations was updated to 5:00 p.m. CDT.
3/6/2026	Deliverables for June 22, 2026 deadline time clarified (5:00 p.m. CDT)	27	Publisher Setup Form, technical requirements, publisher logo, program cover images, and professional learning are due to TEA by 5:00 p.m. CDT.
3/6/2026	Deliverables for August 28, 2026 deadline time clarified (5:00 p.m. CDT)	27	Electronic samples of new content, Order Processing Information, initial official bids, requests for show-cause hearings, all proposed changes and corrections made in response to IMRA Review are due by 5:00 p.m. CDT.
3/6/2026	Deliverables for October 12, 2026 deadline time clarified (5:00 p.m. CDT)	28	Proposed changes and corrections made in response to the September SBOE Meeting are due by 5:00 p.m. CDT.
3/6/2026	Deliverables for November 2, 2026 deadline time clarified (5:00 p.m. CDT)	28	Publishers disclose any campaign contributions made to SBOE members by 5:00 p.m. CDT.
3/6/2026	Deliverables for December 1, 2026 deadline time clarified (5:00 p.m. CDT)	29	Publishers must add any additional contacts from November 2026 to the Register of Contact by 5:00 p.m. CDT.
3/6/2026	Deliverables for February 1, 2027 deadline time clarified (5:00 p.m. CDT)	30	Form 1295, one high-quality accessible PDF, NIMAS Files, and a screenshot of the NIMAC Validation Wizard are due by 5:00 p.m. CDT.
3/6/2026	Deliverables for March 22, 2027 deadline time clarified (5:00 p.m. CDT)	30	Deliverables for March 22, 2027 are due by 5:00 p.m. CDT.
3/23/2026	Publishers must respond to all public comments by 5:00 p.m. CDT on August 14, 2026.	10	The deadline for publishers to respond to all public comments was updated to 5:00 p.m. CT on August 14, 2026.
3/23/2026	Public comment period was updated from May 1–August 31, 2026, to May 1–July 31, 2026	28	Public comment period was updated to May 1–July 31, 2026.
3/30/2026	The appeals participation timeline was adjusted.	27	The publisher appeals window was shifted from August 3–21 to July 20–August 26, 2026 for standards alignment, suitability, and Phase 2 quality review appeals.

Date	Action	Page(s) Impacted	Summary of Action
3/30/2026	The deliverables for August 28, 2026 were moved to August 14, 2026.	27	The deadline to submit electronic samples of new content, all proposed changes and corrections resulting from public comment, editorial review, IMRA review feedback and errors, standards-alignment appeals, and Phase 1 quality review appeals received by August 10, 2026 was moved from August 28, 2026 to August 14, 2026 by 5:00 p.m. CDT. In addition, the request for show-cause hearings was moved from August 28, 2026, to August 14, 2026.
3/30/2026	Updated scope of October 12, 2026 publisher submission requirements.	28	The October 12, 2026 deadline was revised to require publishers to submit all proposed changes and corrections resulting from the September SBOE meeting, suitability appeals, and Phase 2 quality review appeals received after August 10, 2026.
7/22/2026	Added September 21–October 2, 2026, to the 2026 Timeline and Milestones.	30	The September 21–October 2, 2026, deadline was added requiring publishers to review post-appeals report text and scores and submit verifications.
7/22/2026	The deliverables for October 12, 2026, were moved to October 2, 2026.	30	The deadline to submit all proposed changes and corrections made in response to the September SBOE meeting, suitability appeals, and Phase 2 quality review appeals received after August 10, 2026, was moved from October 12, 2026, to October 2, 2026.
7/22/2026	The recalibration dates were changed to October 10–19, 2026.	30	The timeline was updated for IMRA reviewers to review proposed changes from publishers and recalibrate scores from October 13–November 3, 2026, to October 10–19, 2026.
7/22/2026	Added August 17, 2026, to the Timeline and Milestones	29	The August 17, 2026, deadline was added to the timeline for the TEA Contractor to finalize preliminary report text and scores and send them to TEA.
7/22/2026	Updated the final report deadline from September 22, 2026, to November 2, 2026.	30	The timeline was updated for the TEA Contractor to finalize final report text and scores and send them to TEA from September 22, 2026, to November 2, 2026.

Section 1. Purpose, Background, and Scope of Work

1.1 Purpose

The Texas Education Agency (TEA) is seeking qualified publishers to submit instructional materials for review as part of the annual Instructional Materials Review and Approval (IMRA) process. Publishers whose instructional materials are reviewed and ultimately placed on the **List of Approved Instructional Materials** by the Texas State Board of Education (SBOE) as part of IMRA Cycle 2026 may execute a zero-dollar contract with the SBOE to offer their instructional materials for purchase to Texas school systems beginning in the 2027–28 school year in EMAT, the state's instructional materials ordering system.

For IMRA Cycle 2026, TEA is soliciting instructional materials submissions for the following instructional material types, subject areas, and grade levels/courses:

Full-subject, Tier-one instructional materials (foundation subjects)

- K–12 English mathematics
- K–6 Spanish mathematics
- 6–8 English advanced mathematics
- Grade 6 Spanish advanced mathematics
- K–5 English and Spanish Language Arts and Reading (ELAR and SLAR)

Full-subject, Tier-one instructional materials (enrichment subjects)

- 6–12 Career and Technical Education (CTE) | Batch 1 courses
- K–12 fine arts

Partial-subject, Tier-one instructional materials

- K–3 English and Spanish phonics

Supplemental instructional materials

- K–12 English mathematics
- K–6 Spanish mathematics
- K–5 ELAR and SLAR

For the associated Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), and enrollment counts for each course included in this RFIM, see Appendix B.

1.2 Background Information

Legislative and Solicitation Authority

The Texas Legislature passed House Bill (HB) 1605 in the 2023 Regular Session, which amended the Texas Education Code (TEC), Chapter 31, and required TEA, in consultation with and with the approval of the SBOE, to establish the IMRA process. HB 1605 set the foundation for a statewide, transparent system for reviewing instructional materials against state-adopted criteria, ensuring quality, suitability, alignment to the TEKS, accessibility, and access for parents and school systems alike.

Local school systems may use instructional materials funding allotments and entitlements to purchase materials that have completed the IMRA process and are placed on the **List of Approved Instructional Materials** by the SBOE.

In the 2025 Regular Session, the Texas Legislature passed HB 100, which further amended TEC, Chapter 31, stating that any materials placed or maintained on the **List of Rejected Instructional Materials** may not be purchased, adopted, or used by school systems in the state.

Instructional Materials Categories

Instructional materials submitted through the IMRA process are categorized to ensure clarity in scope, coverage, and intended use. These categories define whether a program is intended to fully address an entire subject and grade level, focus on a specific portion of the TEKS within a course, or provide targeted support within a subject area and across grade level spans. The following definitions establish the distinctions among full-subject, partial-subject, and supplemental materials as recognized by the SBOE and Texas Education Code. As part of the RFIM submission, publishers are required to categorize their program submissions accordingly.

- **Full-subject, Tier-one materials for foundation subjects** are instructional materials designed to provide a student with mastery of the essential knowledge and skills adopted by the SBOE for a certain subject and grade level or course in the required curriculum under TEC, §28.002 or for prekindergarten without the need for supplementation if implemented as designed. These materials must cover 100% of the TEKS and applicable ELPS.
- **Full-subject, Tier-one materials for enrichment subjects** are instructional materials designed to provide a student with mastery of the essential knowledge and skills adopted by the SBOE for a certain subject and grade level or course in the required curriculum under TEC, §28.002 or for prekindergarten without the need for supplementation if implemented as designed. These materials must cover 100% of the TEKS.
- **Partial-subject, Tier-one materials** are instructional materials designed to provide a student with mastery in a defined portion of the essential knowledge and skills adopted by the SBOE for a certain subject and grade level in the required curriculum under TEC, §28.002 or for prekindergarten without the need for supplementation in the essential knowledge and skills covered if implemented as designed. These materials must cover 100% of this defined set of TEKS.
- **Supplemental materials** are instructional materials designed to assist in the instruction of one or more of the essential knowledge and skills adopted by the SBOE for a subject in the required curriculum under TEC, §28.002, or for prekindergarten. These materials may span across grade levels or courses within a singular subject area. These materials must cover 100% of the student expectations for which they are designed, as determined by the publisher.

Program Terminology

Instructional materials are submitted and reviewed in the IMRA process as individual programs (or products). As part of their submission to the RFIM, publishers are required to categorize their program submissions accordingly.

- **Program offering**: A collection of individual grade-level programs from a single publisher that, together, span multiple grade levels within a specific subject area. A program offering may contain multiple programs. For example, *Texas Math K–5*.

- **Program**: Instructional materials tailored to meet the TEKS and/or ELPS for a specific grade level and subject area or course. For example, *Texas Math Grade 1*.
- **Components**: An individual part or element of a program. A program will include multiple components. For example, a teacher's guide or a student workbook. Each component in a program must have a unique identifier, such as an ISBN.
- **Artifact:** A smaller unit within a component. An artifact is a distinct item, file, or resource that demonstrates the instructional purpose of the component. Artifacts serve as evidence of how the materials align with educational standards. Examples include an individual lesson, assessment, or differentiation guidance within a teacher's guide. Each artifact should be uniquely identifiable within its component.

IMRA Process

The IMRA process is designed to ensure that all Texas students have access to instructional materials that are accurate, aligned to state standards, and of the highest quality. IMRA establishes an annual cadence for the agency to review a minimum of 200 instructional materials. The IMRA process emphasizes transparency and includes opportunities for public comment, publisher input, and SBOE oversight. The process for publishers is divided into five (5) distinct phases:

1. **Application:** Publishers apply to participate in the IMRA process, providing basic program information, required assurances, and initial documentation to confirm eligibility.
2. **Selection of Instructional Materials:** TEA and the SBOE determine which instructional materials will move forward for review, based on statutory requirements, agency priorities, publisher submissions, and review capacity. Selected publishers grant full access to their instructional materials.
3. **Instructional Materials Review:** Reviewers evaluate selected program materials against SBOE-approved rubrics for quality, suitability, and alignment to the TEKS and the ELPS. Reviewers also assess programs for factual accuracy. Publishers must respond to public comments and potential concerns about their programs from reviewers. TEA compiles results and develops recommendations.
4. **Appeals:** Before the SBOE votes, publishers have an opportunity to submit clarifications, technical corrections, or appeals related to their review results. TEA considers this input when finalizing recommendations.
5. **Post-Approval Submissions:** After the SBOE acts, publishers with approved programs may complete the contracting process to make their materials available for purchase in the state's EMAT system. Publishers with approved programs may also submit updates, corrections, or new editions as allowed under IMRA rules.

Withdrawal Option

Publishers will be notified of their selection for IMRA Cycle 2026 and onboarded to the process. After a deadline established in the RFIM, publishers will not be permitted to withdraw from the review cycle.

If the withdrawal deadline passes and a publisher chooses not to engage in the review cycle, the instructional materials will still be reviewed. The SBOE may vote to include materials on the **List of Rejected Instructional Materials** or the **List of Approved Instructional Materials**, and the outcome will be made publicly available.

Selection of Instructional Materials

If TEA receives more than 200 individual program submissions in response to this RFIM, the following protocol to prioritize certain programs for review in this cycle will be utilized:

1. Any materials required to be reviewed by the majority vote of the SBOE.
2. Materials related to the most recently revised TEKS for which a proclamation was issued.
3. Open Education Resource (OER) instructional materials.
4. Highest market share based on the most recent Certification of Provision of Instructional Materials and allotment spend data.
5. Voluntary publisher submissions, including:
    - First year for an IMRA quality rubric in a subject or grade level.
    - Materials related to recently revised TEKS.
6. Local school system submissions.

Criteria for Review and Approval of Instructional Material

The SBOE shall review materials and TEA's recommendations and must determine that the following criteria are met before approving any instructional 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 reading skills in kindergarten through third grade, then they do not include three-cueing as defined by TEC, §28.0062(a-1); and
- All other requirements outlined in 19 TAC §67.25. Consideration and Approval of Instructional Materials by the State Board of Education.

SBOE Action

When **Phase 3: Instructional Materials Review** is complete, TEA submits review results and recommendations for approval to the SBOE. The SBOE then votes by majority to take one of the following actions:

- Place the program on the **List of Approved Instructional Materials**;
- Take no action on the program; or
- Place the program on the **List of Rejected Instructional Materials**.*

If placed on the **List of Approved Instructional Materials**, then the publisher may execute a zero-dollar contract with the SBOE to offer their instructional materials for purchase by Texas school systems beginning in the 2027–28 school year in EMAT, the state's instructional materials ordering system. Only programs placed on this list and purchased through the EMAT system are eligible expenses for instructional materials entitlement funding.

If a program is placed on the **List of Rejected Instructional Materials**, school systems in Texas may not purchase, adopt, or use the materials in classrooms.

Additional rules have been adopted since the inaugural review to clarify requirements for publishers, reviewers, and the handling of instructional materials. Together, these rules and the process document establish the framework for how IMRA operates.

For a list of relevant statutes, administrative rules, and process documents, see Appendix A.

*List of proposed rejected instructional materials

Recently enacted legislation impacts publishers whose programs may be placed on the **List of Rejected Instructional Materials**. TEC, §31.022, was amended by adding Subsection (b-1) to read as follows:

> (b-1) Not later than the 45th day before the date the State Board of Education intends to add an instructional material to the list of rejected instructional materials under Subsection (a), the board shall add the material to a list of proposed rejected instructional materials and issue a proclamation requesting the revision of the applicable instructional material before the end of the 45-day period.

Administrative rules for this process are expected to be in effect before the IMRA Cycle 2026 vote in November 2026.

1.3 Scope of Work

Publisher Requirements

Publishers submitting programs for review in response to this **Request for Instructional Materials (RFIM)** will be required to respond and participate in ongoing feedback cycles throughout the review process.

Publishers should carefully review the IMRA rubrics, requirements, and timelines in this RFIM before submitting materials for consideration. We encourage publishers whose programs are fully developed and aligned to IMRA rubrics and requirements to apply, as the outcome of the review has direct implications for the availability and local adoption of their programs in Texas.

All expenses incurred from participation in the IMRA review are the responsibility of the publisher.

Each program selected for review for IMRA Cycle 2026 will be subject to the following reviews:

Accuracy Review

All materials submitted for consideration must be free from factual 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 in response to this solicitation.

IMRA reviewers will review the materials for accuracy and report any additional identified factual errors. Publishers must submit proposed corrections for each reported error or may contest the error by providing evidence and 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 by the SBOE.

Public Review

Residents of the State of Texas are encouraged to review materials under consideration for approval and may submit feedback during the official public comment period, May 1–July 31, 2026. Publishers must respond to all public comments by 5:00 p.m. CDT on August 14, 2026.

TEA will provide all comments received during the public comment period to publishers, and publishers will have the opportunity to respond. Publishers may propose changes in response to public comments.

TEA will provide the SBOE with a report of all public comments and publisher responses according to the anticipated schedule of events.

Quality Review

All selected instructional material programs will be assessed and scored using the appropriate IMRA quality rubric for the program category and type. Below are links to the finalized, approved rubrics that will be used to assess materials by IMRA reviewers for IMRA Cycle 2026.

- IMRA CTE 6–12 Quality Rubric (PDF)
- IMRA ELAR K–3 Quality Rubric (PDF)
- IMRA ELAR 4–8 Quality Rubric (PDF)
- IMRA Fine Arts K–12 Quality Rubric (PDF)
- IMRA Mathematics K–12 Quality Rubric (PDF)
- IMRA SLAR K–3 Quality Rubric (PDF)
- IMRA SLAR 4–6 Quality Rubric (PDF)
- IMRA Supplemental Mathematics K–12 Quality Rubric (PDF)
- IMRA Supplemental RLA K–5 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 support for all learners.
- The **learning quality** category is unique for each rubric and measures the extent to which materials include high-quality elements that are aligned with research on the best ways to teach the subject and support students in reaching grade-level proficiency on the standards.

To facilitate the quality review, publishers will have the opportunity to demonstrate alignment, if applicable, using a correlations template supplied by TEA. Reviewers will evaluate the extent to which the instructional materials align with the applicable rubric and will collect evidence to support each rating.

Reviewer Feedback

IMRA reviewers may supply publishers with feedback while conducting their review. TEA will provide publishers with all IMRA reviewer feedback, and publishers must either respond with a proposed change or a justification for not proposing a change.

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.

Standards Alignment

The minimum requirement for standards alignment varies depending on the classification of the materials, as outlined:

- Full-subject, tier-one materials for K–12 English mathematics and K–5 English Language Arts and Reading (ELAR) must cover 100% of the TEKS and ELPS for the intended subject and grade level or course in the student **and** teacher materials.
- Full-subject, tier-one materials for K–12 Spanish mathematics, K–5 Spanish Language Arts and Reading (SLAR), 6–12 Career and Technical Education (CTE), and K–12 fine arts must cover 100% of the TEKS for the intended subject and grade level or course in the student **and** teacher materials.
- Partial-subject, tier-one materials for K–3 English and Spanish phonics materials must cover 100% of the applicable TEKS.
- Supplemental program submissions for K–12 mathematics and K–5 ELAR and SLAR must cover 100% of the TEKS the publisher self-identifies as addressed in their response to the RFIM.

Publishers must provide evidence of standards alignment in a format designated by the commissioner. Reviewers will evaluate the publisher-supplied correlations and accept or reject the publishers' citations.

Suitability Review

The SBOE adopted a suitability rubric to evaluate whether each program submission is suitable for the subject and grade level for which the material is intended. IMRA reviewers and the public will record instances of non-compliance with suitability indicators.

The rubric is broken into two sections:

- **Section 1** of the rubric outlines the suitability prohibitions. A flag in this section by reviewers or the public indicates that the program potentially contains prohibited content. If a flag is made, publishers must respond to the flag and may provide new content to address the issue. All programs in the IMRA review must comply with Section 1 of the suitability rubric.

- **Section 2** of the suitability rubric outlines suitability excellence indicators. All programs, other than supplemental mathematics, are required to include positive evidence of compliance with this section. Reviewers will record instances of compliance with suitability excellence indicators 2.1.1, promoting American patriotism, Texas History, and the free enterprise system, understanding the importance of patriotism and democratic principles of our state and national heritage, including the founding documents of the United States; and, if applicable, 6.2, human sexuality instruction.

To facilitate the suitability review, publishers will have the opportunity to demonstrate alignment, if applicable, with indicators 2.1.1 and 6.2 using a correlations template supplied by TEA.

Section 2. Response Preparation Instructions

These instructions are designed to help the publisher submit all relevant information in their response. Responses must be prepared in accordance with these instructions, with all required information provided in the formats specified.

There may be grounds for disqualification of the response unless stated otherwise within this solicitation if a publisher's response fails to show compliance with these instructions and/or fails to submit all documentation.

Use the checklist provided as a guide for the RFIM submission process. Carefully review each section and confirm that all required items are included, accurate, and compliant before submitting to TEA.

Response submissions will be due in phases according to the review Anticipated Schedule of Events.

2.1 Response Form A: Publisher Business Information

Publishers must provide the following information in the IMRA Cycle 2026 RFIM Response Form A: Publisher Business Information. The deadline for Response Form A is **Friday, October 31, 2025**, at 11:59 p.m. CDT.

Each publisher will submit only one **Response Form A**.

- Publisher Information
  - Company Name
  - Texas Comptroller Taxpayer ID Number
  - Federal Employer Identification Number
  - Texas Secretary of State Filing Number
  - Organization Type
  - Mailing Address
  - Estimated count of program submissions
- Publisher Points of Contact
  - Primary Point of Contact
  - Bids and Contracts Contact
  - Sales Contact
  - Customer Service Contact
  - Accessible Materials Contact
- Publisher Website
  - Parent Company Website
  - Subsidiary Website
- Conflicts of Interest, Gifts, Donations, Favors, Services, or Benefits
- Submission Review and Confirmation

2.2 Response Form B: Publisher Program Submission

Following the completion of Response Form A, a link to **Form B: Publisher Program Submission** will be sent to the publisher's point of contact.

Each grade-level program requires a separate Form B submission.

- Program Attributes
    - Program Title and ISBN
    - Subject Area and Grade Level or Course
    - Instructional Materials Type (full-subject, partial-subject, or supplemental)
    - Program Language
    - Applicable TEKS (supplemental materials only)
    - Applicable Quality Rubric Learning Quality Sections (Supplemental ELAR/SLAR materials only)
    - Stated purpose of the supplemental program (Supplemental ELAR/SLAR materials only)
    - Program Design
        - Adaptive or Static
        - System- or Teacher-Assigned Content
        - Media Format (print, digital, or mixed)
    - Submission to Previous IMRA Cycles
    - Market Share Data
    - Copyright year
    - Program edition
- Program Access Information
    - URL for electronic access
    - Username
    - Password
- Acknowledgements, Assurances, and Affirmations
- Preliminary Correlations
    - TEKS Correlations
    - ELPS Correlations (full-subject, tier-one materials only)
    - Quality Rubric Correlations (indicators differ by rubric)
    - Suitability Rubric, Section 2 Correlations (excluding supplemental mathematics submissions)

Section 3. IMRA Cycle 2026 Requirements

Publishers must meet the requirements listed in this section. Requirements are listed alphabetically. To view requirements chronologically, view the Anticipated Schedule of Events section of this document.

Accessible Formats

Accessible Print Materials

Publishers must submit electronic National Instructional Materials Accessibility Standard (NIMAS) files for all print student components and any content in teacher materials that are intended for students. The NIMAS files must adhere to all guidelines approved by the National Instructional Materials Access Center (NIMAC) at the time of submission. Additionally, publishers must 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.

Mathematical Markup Language (MathML) Version 3.0, 2nd Edition, is the recommended way to represent mathematical notation in NIMAS. For more information, visit MathML in NIMAS.

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 producers.

A program will be removed from the **List of Approved Instructional Materials** and EMAT, the state's instructional materials ordering system, if the requirements for NIMAS files are not met.

Accessible Digital Materials

Any student or teacher components offered to local school systems 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, produce an accessibility compliance report, and complete the required coversheet. Any findings of non-compliance must be remedied as a condition of approval by the SBOE. Any findings of non-compliance that are not remedied prior to the state ordering system opening will result in the publisher's program being removed from EMAT, the state's instructional materials ordering system, and the program may be removed from the **List of Approved Instructional Materials**.

Affidavit for Authorship or Contribution

Publishers must confirm that none of the authors or contributors involved in the development of the instructional materials are current employees of TEA (19 TAC, §67.23(c)).

Appeals

The IMRA appeals process gives publishers multiple opportunities to respond to reviewer findings and strengthen their submissions before results are finalized. Appeals differ slightly across quality review, standards alignment, and suitability review, but all follow a consistent approach: publishers may correct errors, provide overlooked evidence, or submit new/revised content within designated windows.

Quality Review Appeals

Reviewers will evaluate the extent to which the instructional materials align to the applicable rubric and will collect evidence to support each rating. Publishers will be provided with the opportunity to appeal elements of the quality review. Quality review appeals occur in two phases. During Phase 1, publishers respond to IMRA reviewer findings and submit technical corrections and/or omissions (areas where existing content that meets rubric requirements may have been overlooked) for reviewer consideration. Phase 1 appeals are due on a rolling basis as portions of the initial quality review are completed.

At the conclusion of the review, publishers will be offered an additional opportunity, Phase 2, to appeal reviewer scores by providing new or revised content for a percentage of quality indicators.

Standards Alignment Appeals

At the start of the review, publishers provide evidence of standards alignment (i.e., correlations) for reviewers to evaluate and accept or reject the publishers' citations.

After the initial review, the teams pause the standards-alignment review to allow publishers time to respond to reviewer feedback. During this time, publishers scoring between 75–99.9% in TEKS and/or ELPS (if applicable) may submit new citations and/or revised content to address rejections and improve their initial standards-alignment scores. This step is designed to give publishers a meaningful opportunity to strengthen their submissions before the review results are finalized.

If publishers are still not satisfied with their standards-alignment percentage after this phase, those who are eligible may appeal the reviewers' findings through a show-cause hearing. Only those publishers who score 65–74.99% or 90–99.99% are eligible for a show-cause hearing. This hearing provides publishers with the opportunity to present evidence that illustrates the reviewers' determinations are inaccurate.

Suitability Appeals

While reviewers document Section 1 suitability flags, publishers may respond to noncompliance flags on a rolling basis during the review window. For programs where Section 2 suitability excellence flags are required but not achieved, publishers may submit new content during August appeals for suitability review teams to consider.

Certificate of Interested Parties (Form 1295)

A 1295 Certification of Interested Parties form is required from each publisher each time the publisher enters into a contract with the SBOE (Government Code, §2252.908). An additional form may be required by each school system with whom a publisher does business. Before contract award, the publisher must submit to the agency a completed and signed form with the certificate number and date.

Components List

As part of their grade-level or course program submission, publishers must provide a complete list of components that ensures reviewers can easily access, identify, and navigate all instructional materials associated with the program. Every component that is part of the submission must be identified in the list and included on each official bid to ensure consistency between what is reviewed and what is procured.

Additionally, the components list includes navigation guidance. The navigation guidance should provide reviewers with clear instructions for locating and using key program artifacts (e.g., scope and sequence, pacing guide, assessment guide). It must include a link to a brief video tutorial showing reviewers how to

log in, access teacher and student materials, view assessments, and navigate other essential components. For print-only programs, the video should display images of the materials and explain how reviewers can best orient themselves to the program. This guide helps reviewers efficiently and accurately find materials, ensuring consistency in the evaluation of the program. The components list also provides publishers with the opportunity to clarify any terminology used within their program's materials and components, ensuring that reports accurately reference artifacts located in the materials. For example, a review team may refer to content being present in the "Guide" when it should refer to the "Program and Implementation Guide."

Comprehensive Editorial Review

Publishers must conduct a complete and thorough editorial review of instructional materials to identify and correct factual errors **prior to submitting** their materials for review. Factual errors are defined as a word, phrase, reference, or sentence with information that can be indisputably disproved, including grammatical errors.

Confirmation of Changes

The confirmation of changes serves as a formal check by TEA that verifies all revisions and changes required by the SBOE as a condition of approval in the IMRA process have been fully implemented in the publisher's instructional materials. Publishers must submit documentation demonstrating that the approved changes have been made and reflected in the final version of the materials.

Contracts

Publishers with approved materials may enter a contract with the SBOE. The contract provides for the purchase or licensing of instructional materials at a specific price, which may not exceed the lowest price paid by any other state or any school or school system. The price must be fixed for the initial term of the contract not to exceed eight years. For other vendor requirements prior to contract awards see Vendor Compliance Verification.

Correlations

Correlations provide a detailed mapping of how instructional materials align with each requirement of the review. This information supports reviewers in evaluating the materials effectively and efficiently. Publishers are required to complete and submit preliminary (or sample) correlations as part of the initial RFIM submission and submit all final correlations prior to the start of the review. A summary of the types of correlations that must be submitted as part of the IMRA process follows this paragraph.

TEKS and ELPS

Publishers must identify where in their materials each student expectation (SE) is covered. Each SE is separated into its component parts, or breakouts. Publishers of partial- and full-subject, tier-one programs must demonstrate alignment to each breakout to demonstrate coverage of the overall SE. Publishers of supplemental materials must demonstrate coverage of any SE the publisher claims the materials cover. Publishers must provide hyperlinks to the exact location of the cited content in their correlations using the approved template. All digital materials must also contain embedded correlations that direct users to the exact location in materials where each breakout is covered. All full-subject and partial-subject, tier-one materials must cover 100% of the SEs for the grade level or course. Publishers of supplemental materials must self-identify which of the SEs are covered in their materials and must be found to cover 100% of those.

Quality Rubric

Publishers must submit detailed correlations that demonstrate how their materials align with each indicator and indicator guidance in the quality rubric. These correlations should include specific references to content that supports the criteria outlined in the rubric, such as instructional design, rigor, accessibility, and supports for all learners. The correlations must be specific to the indicator guidance. Publishers are required to provide at least two examples per indicator guidance.

The SBOE has not established a minimum quality score required for approval; however, any materials submitted for K–3 English or Spanish language arts or phonics must score 100% of the available points in Section 4 of the quality rubric to demonstrate compliance with applicable phonics laws and rules.

Suitability Rubric

The SBOE adopted a suitability rubric to evaluate whether each program submission is suitable for the subject and grade level for which the material is intended. IMRA reviewers and the public will record instances of non-compliance with suitability indicators.

All programs, except for supplemental mathematics, are required to demonstrate alignment to Section 2, Suitability Excellence Requirements, Category 2—Alignment with Public Education's Constitutional Goal of the suitability rubric. If the materials include instruction in human sexuality, publishers are required to demonstrate alignment to Section 2, Suitability Excellence Requirements, Category 6—Promoting Sexual Risk Avoidance.

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).

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.

Official Bids

Publishers must provide information to TEA about how they intend to process orders for instructional materials. Publishers must also submit at least one bid for each program eligible for approval, listing each component that was included in the IMRA review, regardless of whether it was used as alignment evidence. Each component or subcomponent offered as part of the program must also be available for purchase individually. Bids may not include multi-package purchase discounts and may not include packages with different component configurations, excluding teacher and student materials separated into two different packages and bids.

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 local school system 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 local school system in the United States (19 TAC, §67.81).

If instructional materials are approved by the SBOE, bids become part of the instructional materials contract.

Order Processing Information Form

Publishers must submit an **Order Processing Information Form** providing information on how the publisher plans to process orders within EMAT, the state's instructional materials ordering system, prior to entering official bids. Publishers may process orders using Electronic Data Interchange (EDI), a process through which a file is sent containing the order information, and a file containing shipping details is returned to TEA. Alternatively, publishers may process orders manually using EMAT.

Parent Portal

If approved by the SBOE, 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 local school system; 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 a local school system 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 in 19 TAC, §67.83.

Physical Print Standards

Any program components offered to school systems in a print format must comply with the appropriate physical standards in the Manufacturing Standards and Specifications for Textbooks (Updated 7/17/2024). Publishers will be required to submit documentation on each print component within a program after approval by the SBOE, but prior to the execution of a contract.

Pre-Approval Instructional Materials Access

By the deadline established in this RFIM, publishers must supply a complete version of the instructional materials to be reviewed. All components included in the program must be available for review. Any component that is not fully developed by the deadline for submission of the pre-approval instructional materials access, including completion of the required pre-submission editorial review, may not be included in the submission. Publishers may not add or alter content included in this submission in any way until the publishers submit the post-approval instructional materials access.

If the submission is adaptive, the publisher must also supply access to the full item bank in a way that does not require reviewers to complete a pre-assessment or answer questions in a specific sequence to unlock views of questions or activities.

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:

- material used by the teacher, including lesson plans, answer keys, grading rubrics, teacher guidance, and unit plans, and;
- material used by students, including books, supplementary materials, workbooks, diagnostic and progress monitoring tools, and;
- material used by a principal or campus instructional leader to support instruction, and;
- 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:

- All content and components intended to be included in the final program must be included in the submission.
- 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.
- Submissions must be free of sales and marketing materials.
- Content must not be hosted in a cloud-based environment, such as Google Drive, that allows editing.
- Content must remain unchanged throughout the entire approval process.
- Each component must be searchable by keywords. (Note: This applies only to digital programs.)
- TEKS and ELPS correlations that direct users to the specific content cited for standards alignment.

TEA will share access credentials on the SBOE 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. However, access for reviewers will be required.

Publishers may not submit print copies of materials to TEA or the Education Service Centers (ESCs); however, publishers may choose to provide IMRA reviewers with print materials, if available. If certain program components are not available digitally (e.g., trade books) reviewers must be provided with print copies for up to eight reviewers. These materials will not be returned.

Upon request of a local school system, 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 all product components, if a print format is available.

Professional Learning

Publishers must provide information about professional development and coaching/consulting options available for purchase to assist local school systems during their instructional materials adoption and implementation process.

Program Cover Image(s) and Logos

Publishers must provide program cover images and publisher logos for the final published IMRA Cycle 2026 reports. These reports and images will be hosted on https://im.tea.texas.gov.

Post-Approval Instructional Materials Access

Publishers whose instructional materials are approved by the SBOE must provide ongoing electronic access to all components to TEA and the 20 ESCs for the full duration of the contract period.

Access for TEA and ESCs

Publishers must supply TEA and all ESCs with full electronic access to every component and artifact of the approved instructional materials program. This includes providing all the information required to ensure public access to the SBOE-approved program for the duration of the contract period, including locator information and passwords. Publishers are required to notify TEA if user access information changes. TEA will periodically conduct access checks. Publishers that do not maintain proper access for TEA and the ESCs may have materials removed from the List of Approved Instructional Materials and EMAT, the state's instructional materials ordering system.

Public Access

The public must be able to access post-approval materials by making an appointment at the nearest ESC or through the District Operations, Technology, and Sustainability Supports Division (DOTSS) at TEA, located in Austin, Texas.

School System Requests

If a Texas school system requests a review of an SBOE-approved program, publishers must provide a complete electronic program for their review. Additionally, publishers may provide print copies at the request of a Texas school system; however, all materials must be provided at no cost. If the SBOE-approved program copies must be returned, the publisher must notify the local school system in advance and provide a shipping label and a date by which the instructional materials should be shipped back.

Publisher Setup Form

Publishers that have not participated in a previous IMRA or proclamation cycle must submit a publisher setup form for the state's instructional materials ordering system. Publishers that have participated in a previous IMRA or proclamation cycle will only submit a new form if banking information needs to be updated.

Register of Contact

Publishers must document each interaction between any employee or registered representative of their organization and the SBOE, including all visits, meetings, or contacts, between November 2025 and November 2026, and must submit that documentation to TEA.

Technical Requirements

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

Vendor Compliance Verification

Before executing a contract, TEA must verify compliance with the following:

Debarment Check

TEA must check the debarred vendor list posted on the Comptroller of Public Accounts (CPA) website to establish that the publisher has not been debarred by the Texas State Procurement Department. The SBOE and TEA may not award a contract to a debarred vendor.

Federal Database Checks

TEA must check the SAM (System for Award Management) database to verify that the publisher is not excluded from contract participation at the federal level. In addition, a contract cannot be awarded to a publisher named on the U.S. Treasury Department, Office of Foreign Assets Control (OFAC) Specially Designated Nationals & Blocked Persons (SDN) list (with limited exceptions set forth in the Order). The SAM database is not the same as the OFAC SDN List. However, data from the OFAC list can be found within the SAM database. The U.S. General Services Administration operates the SAM database, and the U.S. Department of Treasury administers the OFAC SDN list.

Iran, Sudan, and Foreign Terrorist Organization Check

A governmental entity may not contract with a company doing business with Iran, Sudan, or a foreign terrorist organization prior to contract award. TEA must check the divestment lists to determine if the potential publisher is in violation of this requirement. The divestment lists are maintained by the Texas Safekeeping Trust Company and posted to the CPA website. If the publisher is in violation, the contract may not be awarded to that publisher.

Boycott Israel Check

If the contract is (1) between a governmental entity and a company with 10 or more full-time employees and (2) has a value of $100,000 or more that is to be paid wholly or partly from public funds of the governmental entity, then the governmental entity may not contract with a company for goods or services unless the contract contains a written verification from the company that it does not boycott Israel and will not boycott Israel during the term of the contract. Prior to award, TEA must check the divestment lists to determine if the potential awardee is in violation of this requirement. The divestment lists are maintained by the Texas Safekeeping Trust Company and posted to the CPA website.

Energy Company Boycott Check

If the contract is (1) between a governmental entity and a company with 10 or more full-time employees and (2) has a value of $100,000 or more that is to be paid wholly or partly from public funds of the governmental entity, then the governmental entity may not contract with a company for goods or services unless the contract contains a written verification from the company that it does not boycott energy companies and will not boycott energy companies during the term of the contract. Prior to award, TEA must check the divestment lists to determine if the potential awardee

is in violation of this requirement. The divestment lists are maintained by the Texas Safekeeping Trust Company and posted to the CPA website.

Franchise Tax Check

TEA must verify the publisher's franchise tax account status using the online Franchise Tax Account Status Search located on the CPA website. Not all vendors are required to pay franchise tax. The Texas franchise tax is a privilege tax imposed on each taxable entity formed or organized in Texas or doing business in Texas. CPA is required by law to forfeit a company's right to transact business in Texas if the company has not filed a franchise tax report or paid a franchise tax required under Chapter 171 of the Tax Code. If the corporate privileges are forfeited, the entity will be denied the right to sue or defend itself in a Texas court, and each director or officer will be liable for the debt of the entity.

Executive Order Check

TEA must verify that the publisher is in compliance with any other relevant Executive Orders from the Governor.

Website and Social Media Links (optional)

Publishers may submit links to their main website and social media accounts to be included on the https://im.tea.texas.gov publisher profile.

Section 4. Anticipated Schedule of Events

Disclaimer: TEA reserves the right to adjust timelines and request additional information from publishers as needed. Any changes in the schedule of events or timelines will be communicated to the publisher's primary point of contact.

Note that times are stated in Central Standard Time (CST) or Central Daylight Time (CDT) accordingly. Unless otherwise stated, the deadline for all milestones is 5:00 p.m.

Each milestone has a Responsible Party and Recipient/Audience listed, intended to identify the participants that will be involved in accomplishing and/or receiving/reviewing the task(s). Possible milestone participants include **TEA**, **Publishers**, **SBOE**, **Local School Systems**, **Public**, **ESCs**, **IMRA Reviewers**, **TEA Contractor**, **Braille/Audio/Large-Print Producers**, and **NIMAC**.

2025 Timelines and Milestones

September 24, 2025

> IMRA Cycle 2026 Request for Instructional Materials (RFIM) is posted.
> Responsible Party: **TEA**
> Recipient/Audience: **Publishers**

October 1, 2025, at 3:00 p.m. CDT

> IMRA Cycle 2026 Publisher Office Hours | Zoom Registration
> Responsible Party: **TEA**
> Recipient/Audience: **Publishers**

October 15, 2025, at 3:00 p.m. CDT

> IMRA Cycle 2026 Publisher Office Hours | Zoom Registration
> Responsible Party: **TEA**
> Recipient/Audience: **Publishers**

October 29, 2025, at 3:00 p.m. CDT

> IMRA Cycle 2026 Publisher Office Hours | Zoom Registration
> Responsible Party: **TEA**
> Recipient/Audience: **Publishers**

October 31, 2025, at 11:59 p.m. CDT

> Responses to RFIM Cycle 2026 Form A due to TEA.
> Responsible Party: **Publishers**
> Recipient/Audience: **TEA**

November 11, 2025

> Agency Closed

November 12, 2025, at 3:00 p.m. CST

> IMRA Cycle 2026 Publisher Office Hours | Zoom Registration
> Responsible Party: **TEA**
> Recipient/Audience: **Publishers**

November 21, 2025, at 11:59 p.m. CST

> Responses to RFIM Cycle 2026 Form A from IMRA Cycle 2025 publishers who were not approved at the November 2025 SBOE meeting due to TEA.
> Responsible Party: **Publishers**
> Recipient/Audience: **TEA**

November 26–28, 2025

> Agency Closed

December 3, 2025, at 3:00 p.m. CST

> IMRA Cycle 2026 Publisher Office Hours | Zoom Registration
> Responsible Party: **TEA**
> Recipient/Audience: **Publishers**

December 12, 2025, at 11:59 p.m. CST

> Responses to RFIM Cycle 2026 Form B and attachments due to TEA. (Note: There may be multiple submissions required if submitting more than one program for review.)
> Responsible Party: **Publishers**
> Recipient/Audience: **TEA**

December 20–28, 2025

> Agency Closed

2026 Timelines and Milestones

January 1, 2026

> Agency Closed

January 16, 2026, at 11:59 p.m. CST

> Last day for publishers to voluntarily withdraw from IMRA Cycle 2026.
> Responsible Party: **Publishers**
> Recipient/Audience: **TEA**

January 19, 2026

> Agency Closed

January 26–30, 2026

> SBOE meets and may vote to require additional programs to the list of those being reviewed.
> Responsible Party: **SBOE**
> Recipient/Audience: **Publishers**

February 4, 2026

> TEA notifies publishers of selection. Publishers with programs not selected are released from IMRA Cycle 2026.
> Responsible Party: **TEA**
> Recipient/Audience: **Publishers**

February 16, 2026

> Agency Closed

March 27, 2026, 5:00 p.m. CDT

> The components list is due to TEA.
> Responsible Party: **Publishers**
> Recipient/Audience: **TEA**

> Pre-approval Instructional Materials Access is due to TEA.
> Responsible Party: **Publishers**
> Recipient/Audience: **TEA, Local School Systems, Public, SBOE**

> Pre-approval Instructional Materials Access is due to each of the 20 Education Service Centers (ESCs).
> Responsible Party: **Publishers**
> Recipient/Audience: **ESCs**

April 3, 2026

> Agency Closed

April 10, 2026, 5:00 p.m. CDT

> Final standards alignment correlations are due to TEA.
> Responsible Party: **Publishers**
> Recipient/Audience: **TEA**

> ESCs must notify TEA of any irregularities in sample materials submitted by publishers.
> Responsible Party: **ESCs**
> Recipient/Audience: **TEA, Publishers**

April 17, 2026, 5:00 p.m. CDT

> Suitability rubric correlations are due to TEA.
> Responsible Party: **Publishers**
> Recipient/Audience: **TEA**

April 24, 2026, 5:00 p.m. CDT

> Implementation quality section of the quality rubric correlations are due to TEA.
> Responsible Party: **Publishers**
> Recipient/Audience: **TEA**

April 30, 2026

Optional print copies of instructional materials submissions for use by IMRA quality reviewers are delivered to TEA at the meeting location for the IMRA Kick-off. Delivery address to be determined. (Note: Program components that are not available digitally must be provided for up to eight reviewers and at the expense of the publisher.)

Responsible Party: **Publishers**

Recipient/Audience: **TEA**

May 1–4, 2026

TEA hosts the IMRA kick-off meeting with the IMRA reviewers at the Sheraton Dallas Hotel.

Responsible Party: **TEA**

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

May 5–August 2, 2026

IMRA Reviewers continue conducting reviews asynchronously.

Responsible Party: **TEA**, **TEA Contractor**, **and IMRA Reviewers**

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

Publishers participate in Phase 1 quality review appeals.

Responsible Party: **Publishers**

Recipient/Audience: **TEA**, **TEA Contractor**, **and IMRA Reviewers**

May 14–16, 2026

TEA hosts the IMRA kick-off meeting with the suitability reviewers at the Hilton Anatole.

Responsible Party: **TEA**

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

May 15, 2026, 5:00 p.m. CDT

Learning quality section of the quality rubric correlations are due to TEA.

Responsible Party: **Publishers**

Recipient/Audience: **TEA**

June 19, 2026

Agency Closed

June 22, 2026, 5:00 p.m. CDT

- The Publisher Setup Form is due to TEA from publishers not already registered in EMAT, the instructional materials ordering system.
- The technical requirements, publisher logo, program (cover) images, and professional learning details are due to TEA.
- Website and Social Media Links (optional) are due to TEA.

Responsible Party: **Publishers**

Recipient/Audience: **TEA**

July 3, 2026

Agency Closed

July 20–August 26, 2026

Publishers participate in standards alignment, suitability, and Phase 2 quality review appeals.

Responsible Party: **Publishers**

Recipient/Audience: **TEA**, **TEA Contractor**, **and IMRA Reviewers**

July 31, 2026

Close of the public comment period for programs in IMRA Cycle 2026.

Responsible Party: **Public**

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

August 14, 2026, 5:00 p.m. CDT

- Electronic samples of new content provided to and approved by the IMRA reviewers are due to TEA.
- Publishers submit all proposed changes and corrections made in response to public comment, editorial review, the IMRA review including errors and feedback, standards-alignment appeals, and Phase 1 quality review appeals received by August 10, 2026.
- 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**

August 17, 2026

TEA Contractor finalizes preliminary report text and scores and sends them to TEA.

Responsible Party: **TEA Contractor**

Recipient/Audience: **TEA and SBOE**

August 28, 2026, 5:00 p.m. CDT

The Order Processing Information and initial official bids are due to TEA.

Responsible Party: **Publishers**

Recipient/Audience: **TEA**

August 31–September 4, 2026

SBOE hosts a public hearing on materials being reviewed.

Responsible Party: **Public**

Recipient/Audience: **SBOE**

TEA presents preliminary reports on all programs, including public comments and reviewer feedback.

Responsible Party: **TEA**

Recipient/Audience: **SBOE**

September 7, 2026

Agency Closed

September 21–October 2, 2026

Publishers review post-appeals report text and scores and submit verifications.
Responsible Party: **Publishers**
Recipient/Audience: **TEA**, **TEA Contractor**, **and IMRA Reviewers**

October 2, 2026, 5:00 p.m. CDT

Publishers submit all proposed changes and corrections made in response to the September SBOE meeting, suitability appeals, and Phase 2 quality review appeals received after August 10, 2026.
Responsible Party: **Publishers**
Recipient/Audience: **TEA**, **SBOE**, **and IMRA Reviewers**

October 10–19, 2026

IMRA reviewers review proposed changes from publishers and recalibrate scores.
Responsible Party: **TEA**, **TEA Contractor**, **and IMRA Reviewers**
Recipient/Audience: **Publishers**, **Public**, **SBOE**

October 12, 2026, 5:00 p.m. CDT

Additional official bids are due to TEA.
Responsible Party: **Publishers**
Recipient/Audience: **TEA, Local School Systems**

November 2, 2026, 5:00 p.m. CDT

Publishers disclose any campaign contributions made to SBOE members.
Responsible Party: **Publishers**
Recipient/Audience: **TEA**, **SBOE**

The Register of Contact is due to TEA.
Responsible Party: **Publishers**
Recipient/Audience: **TEA**

TEA Contractor finalizes final report text and scores and sends them to TEA .
Responsible Party: **TEA Contractor**
Recipient/Audience: **TEA and SBOE**

November 11, 2026

Agency Closed

November 16–20, 2026

TEA presents final review reports, recommendations, and public feedback to the SBOE.
Responsible Party: **TEA**
Recipient/Audience: **SBOE**

SBOE takes final vote on materials.
Responsible Party: **SBOE**
Recipient/Audience: **Publishers**

November 21, 2026

Publishers with SBOE-approved materials begin making required changes to prepare final, approved version.

Responsible Party: **Publishers**

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

November 25–27, 2026

Agency Closed

December 1, 2026, 5:00 p.m. CDT

Publishers must add any additional contacts from November 2026 to the Register of Contact.

Responsible Party: **Publishers**

Recipient/Audience: **TEA**

2027 Timelines and Milestones

February 1, 2027, 5:00 p.m. CDT

Form 1295 Certificate of Interested Parties is due to the Texas Ethics Commission, and a PDF copy 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 the designated braille producer.

Responsible Party: **Publishers**

Recipient/Audience: **Braille Producer**

March 22, 2027, 5:00 p.m. CDT

- 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 20 ESCs.

Responsible Party: **Publishers**

Recipient/Audience: **ESCs**

One copy of the final approved print student materials, blackline masters, and any other materials included in the teacher component(s) intended for student use. If changes were made to instructional materials between Monday, February 2, 2027, and Monday, March 23, 2027, 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) 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) 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 2, and Monday, March 23, 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**

March 29, 2027

Information regarding where in the SBOE-approved materials all required changes can be located is due to TEA.

Responsible Party: **Publishers**

Recipient/Audience: **TEA**

April 2027

TEA sends executed contracts to publishers.

Responsible Party: **TEA**

Recipient/Audience: **Publishers**

April–August 2027

TEA conducts a confirmation of changes review of approved materials to ensure publishers have made all revisions and changes required by the SBOE as a condition of approval.

Responsible Party: **TEA**

Recipient/Audience: **Publishers, SBOE**

May 2027

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

Responsible Party: **Local School Systems**

Recipient/Audience: **Publishers, TEA**

June–August 2027

Publishers distribute approved materials to Texas public schools.

Responsible Party: **Publishers**

Recipient/Audience: **Local School Systems**

Appendix A – Relevant Statutes and Administrative Rules

Texas Education Code, Chapter 31, Instructional Materials and Technology

- TEC, §31.002, Definitions
- TEC, §31.0211, Instructional Materials and Technology Allotment
- TEC, §31.0215, Instructional Materials and Technology Allotment Purchases
- TEC, §31.022, Instructional Materials Review and Approval
- TEC, §31.023, Instructional Materials Review
- TEC, §31.024, Limitation on the Adoption and Use of Instructional Materials
- TEC, §31.026, Contract; Price
- TEC, §31.027, Information to School Districts; Electronic Sample
- TEC, §31.028, Special Instructional Materials
- TEC, §31.151, Duties of Publishers and Manufacturers
- TEC, §31.154, Instructional Materials Parent Portal

Title 19, Part II, Texas Administrative Code, Chapter 67, State Review and Approval of Instructional Materials

Subchapter B. State Review and Approval

- §67.21 Proclamations, Public Notice, and Requests for Instructional Materials for Review
- §67.23 Requirements for Publisher Participation in Instructional Materials Review and Approval (IMRA)
- §67.25 Consideration and Approval of Instructional Materials by the State Board of Education
- §67.27 IMRA Reviewers: Eligibility and Appointment
- §67.29 IMRA Reviewers: Training, Duties, and Conduct
- §67.31 Procedures for Public Access to and Handling of IMRA Samples
- §67.33 Public Comment on Instructional Materials
- §67.39 Updates to Approved Instructional Materials
- §67.41 New Editions of Approved Instructional Materials
- §67.43 Lists of Approved and Rejected Instructional Materials
- §67.61 Sample Copies of Instructional Materials for School Districts
- §67.63 Selection and Local Adoption of Instructional Materials by School Districts
- §67.69 Local Review of Classroom Instructional Materials

Subchapter C. Local Operations

- §67.61 Sample Copies of Instructional Materials for School Districts
- §67.63 Selection and Local Adoption of Instructional Materials by School Districts
- §67.69 Local Review of Classroom Instructional Materials

Subchapter D. Duties of Publishers and Manufacturers

- §67.81 Instructional Materials Contracts
- §67.83 Publisher Parent Portal

Title 19, Part II, Texas Administrative Code, Chapter 74,

Subchapter CC. COMMISSIONER'S RULES CONCERNING READING PRACTICES

- §74.2001, Phonics Curriculum

Appendix B – TEKS and Course Enrollment

Texas Essential Knowledge and Skills (TEKS) describe what students should know and be able to do for each grade level and course in the required curriculum. The following tables provide links to the TEKS for the courses included in IMRA Cycle 2026 RFIM and the reported course enrollment for the 2024–25 school year. Note that values less than 5 are represented by "<5". Courses where there is not yet any enrollment data are represented by "n/a".

Chapter 110. English Language Arts and Reading (inclusive of Phonics)

Course	Enrollment
English Language Arts and Reading, Kindergarten, Adopted 2017	267,403
English Language Arts and Reading, Grade 1, Adopted 2017	421,954
English Language Arts and Reading, Grade 2, Adopted 2017	492,372
English Language Arts and Reading, Grade 3, Adopted 2017	548,277
English Language Arts and Reading, Grade 4, Adopted 2017	546,776
English Language Arts and Reading, Grade 5, Adopted 2017	539,774

Chapter 111. Mathematics

Subchapter A. Elementary

Course	Enrollment
Mathematics Grade K	245,863
Mathematics, Grade 1	365,071
Mathematics, Grade 2	408,614
Mathematics, Grade 3	455,000
Mathematics, Grade 4	458,827
Mathematics, Grade 5	458,050

Subchapter B. Middle School

Course	Enrollment
Mathematics Grade 6	454,597
Mathematics, Grade 7	430,963
Mathematics, Grade 8	356,128
Mathematics Grade 6 Advanced	20,365
Mathematics, Grade 7 Advanced	17,818
Mathematics, Grade 8 Advanced, Algebra I	17,005

Subchapter C. High School

Course	Enrollment
Algebra I, Adopted 2012 (One Credit)	499,240
Algebra II, Adopted 2012 (One-Half to One Credit)	424,308
Geometry, Adopted 2012 (One Credit)	468,384
Precalculus, Adopted 2012 (One-Half to One Credit)	117,483
Mathematical Models with Applications, Adopted 2012 (One Credit)	41,889
Advanced Quantitative Reasoning, Adopted 2012 (One-Half to One Credit)	23,515
Discrete Mathematics for Problem Solving, Adopted 2013 (One-Half to One Credit)	646

Course	Enrollment
Statistics, Adopted 2015 (One Credit)	37,030
Algebraic Reasoning, Adopted 2015 (One Credit)	63,577

Chapter 117. Fine Arts

Subchapter A. Elementary

Course	Enrollment
Art, Kindergarten, Adopted 2013	260,397
Music, Kindergarten, Adopted 2013	308,730
Theatre, Kindergarten, Adopted 2013	10,605
Art, Grade 1, Adopted 2013	297,303
Music, Grade 1, Adopted 2013	362,633
Theatre, Grade 1, Adopted 2013	19,664
Art, Grade 2, Adopted 2013	329,375
Music, Grade 2, Adopted 2013	386,362
Theatre, Grade 2, Adopted 2013	20,040
Art, Grade 3, Adopted 2013	351,422
Music, Grade 3, Adopted 2013	408,082
Theatre, Grade 3, Adopted 2013	21,171
Art, Grade 4, Adopted 2013	328,651
Music, Grade 4, Adopted 2013	392,527
Theatre, Grade 4, Adopted 2013	21,147
Art, Grade 5, Adopted 2013	323,013
Music, Grade 5, Adopted 2013	395,045
Theatre, Grade 5, Adopted 2013	20,735

Subchapter B. Middle School

Course	Enrollment
Art, Middle School 1, Adopted 2013	196,759
Art, Middle School 2, Adopted 2013	105,568
Art, Middle School 3, Adopted 2013	42,883
Dance, Middle School 1, Adopted 2013	23,197
Dance, Middle School 2, Adopted 2013	12,616
Dance, Middle School 3, Adopted 2013	6,148
Music, Middle School 1, Adopted 2013, Band	210,022
Music, Middle School 2, Adopted 2013, Band	116,817
Music, Middle School 3, Adopted 2013, Band	89,774
Music, Middle School 1, Adopted 2013, Choir	69,778
Music, Middle School 2, Adopted 2013, Choir	48,816
Music, Middle School 3, Adopted 2013, Choir	33,366
Music, Middle School 1, Adopted 2013, Instrumental Ensemble	15,752
Music, Middle School 2, Adopted 2013, Instrumental Ensemble	8,007
Music, Middle School 3, Adopted 2013, Instrumental Ensemble	5,934

Course	Enrollment
Music, Middle School 2, Adopted 2013, Jazz Ensemble	2,319
Music, Middle School 3, Adopted 2013, Jazz Ensemble	1,866
Music, Middle School 1, Adopted 2013, Orchestra	39,317
Music, Middle School 2, Adopted 2013, Orchestra	25,264
Music, Middle School 3, Adopted 2013, Orchestra	22,096
Music, Middle School 1, Adopted 2013, Vocal Ensemble	1,982
Music, Middle School 2, Adopted 2013, Vocal Ensemble	852
Music, Middle School 3, Adopted 2013, Vocal Ensemble	730
Theatre, Middle School 1, Adopted 2013	81,284
Theatre, Middle School 2, Adopted 2013	36,431
Theatre, Middle School 3, Adopted 2013	20,937

Subchapter C. High School

Course	Enrollment
Art I, Adopted 2013 (One Credit)	260,331
Art I, Art and Media Communications I, Adopted 2013 (One Credit)	2,120
Art I, Art Appreciation, Adopted 2013 (One Credit)	9,784
Art II, Adopted 2013 (One Credit)	20,332
Art II, Drawing I, Adopted 2013 (One Credit)	47,244
Art II, Painting I, Adopted 2013 (One Credit)	12,656
Art II, Printmaking I, Adopted 2013 (One Credit)	413
Art II, Fibers I, Adopted 2013 (One Credit)	264
Art II, Ceramics I, Adopted 2013 (One Credit)	13,944
Art II, Sculpture I, Adopted 2013 (One Credit)	8,599
Art II, Jewelry I, Adopted 2013 (One Credit)	805
Art II, Photography I, Adopted 2013 (One Credit)	3,801
Art II, Design I, Adopted 2013 (One Credit)	1,202
Art II, Digital Art and Media I, Adopted 2013 (One Credit)	1,871
Art II, Art and Media Communications II, Adopted 2013 (One Credit)	205
Art III, Adopted 2013 (One Credit)	5,269
Art III, Drawing II, Adopted 2013 (One Credit)	14,973
Art III, Painting II, Adopted 2013 (One Credit)	3,969
Art III, Printmaking II, Adopted 2013 (One Credit)	115
Art III, Fibers II, Adopted 2013 (One Credit)	60
Art III, Ceramics II, Adopted 2013 (One Credit)	3,912
Art III, Sculpture II, Adopted 2013 (One Credit)	2,354
Art III, Jewelry II, Adopted 2013 (One Credit)	179
Art III, Photography II, Adopted 2013 (One Credit)	647
Art III, Design II, Adopted 2013 (One Credit)	220
Art III, Digital Art and Media II, Adopted 2013 (One Credit)	498

Course	Enrollment
Art IV, Adopted 2013 (One Credit)	1,939
Art IV, Drawing III, Adopted 2013 (One Credit)	4,492
Art IV, Painting III, Adopted 2013 (One Credit)	921
Art IV, Printmaking III, Adopted 2013 (One Credit)	87
Art IV, Fibers III, Adopted 2013 (One Credit)	<5
Art IV, Ceramics III, Adopted 2013 (One Credit)	853
Art IV, Sculpture III, Adopted 2013 (One Credit)	592
Art IV, Jewelry III, Adopted 2013 (One Credit)	41
Art IV, Photography III, Adopted 2013 (One Credit)	203
Art IV, Design III, Adopted 2013 (One Credit)	86
Art IV, Digital Art and Media III, Adopted 2013 (One Credit)	120
Dance I, Principles of Dance I, Adopted 2013 (One Credit)	30,913
Dance I, Ballet I, Adopted 2013 (One Credit)	190
Dance I, Modern Contemporary I, Adopted 2013 (One Credit)	1,031
Dance I, Jazz I, Adopted 2013 (One Credit)	358
Dance I, Tap I, Adopted 2013 (One Credit)	27
Dance I, World Dance Forms I, Adopted 2013 (One Credit)	838
Dance I, Dance Composition/Improvisation I, Adopted 2013 (One Credit)	743
Dance I, Dance Theory I, Adopted 2013 (One Credit)	191
Dance I, Performance Ensemble I, Adopted 2013 (One Credit)	5,468
Dance I, Dance Production I, Adopted 2013 (One Credit)	1,019
Dance I, Dance Wellness I, Adopted 2013 (One Credit)	1,630
Dance I, Dance and Media Communications I, Adopted 2013 (One Credit)	38
Dance II, Principles of Dance II, Adopted 2013 (One Credit)	13,712
Dance II, Ballet II, Adopted 2013 (One Credit)	137
Dance II, Modern Contemporary II, Adopted 2013 (One Credit)	569
Dance II, Jazz II, Adopted 2013 (One Credit)	92
Dance II, Tap II, Adopted 2013 (One Credit)	12
Dance II, World Dance Forms II, Adopted 2013 (One Credit)	334
Dance II, Dance Composition/Improvisation II, Adopted 2013 (One Credit)	429
Dance II, Dance Theory II, Adopted 2013 (One Credit)	103
Dance II, Performance Ensemble II, Adopted 2013 (One Credit)	4,621
Dance II, Dance Production II, Adopted 2013 (One Credit)	817
Dance II, Dance Wellness II, Adopted 2013 (One Credit)	260
Dance II, Dance and Media Communications II, Adopted 2013 (One Credit)	<5
Dance III, Principles of Dance III, Adopted 2013 (One Credit)	7,631
Dance III, Ballet III, Adopted 2013 (One Credit)	106
Dance III, Modern Contemporary III, Adopted 2013 (One Credit)	484
Dance III, Jazz III, Adopted 2013 (One Credit)	91
Dance III, Tap III, Adopted 2013 (One Credit)	<5

Course	Enrollment
Dance III, World Dance Forms III, Adopted 2013 (One Credit)	318
Dance III, Dance Composition/Improvisation III, Adopted 2013 (One Credit)	299
Dance III, Dance Theory III, Adopted 2013 (One Credit)	99
Dance III, Performance Ensemble III, Adopted 2013 (One Credit)	4,165
Dance III, Dance Production III, Adopted 2013 (One Credit)	814
Dance III, Dance Wellness III, Adopted 2013 (One Credit)	66
Dance III, Dance History I, Adopted 2013 (One Credit)	109
Dance IV, Principles of Dance IV, Adopted 2013 (One Credit)	4,873
Dance IV, Ballet IV, Adopted 2013 (One Credit)	110
Dance IV, Modern Contemporary IV, Adopted 2013 (One Credit)	351
Dance IV, Jazz IV, Adopted 2013 (One Credit)	38
Dance IV, Tap IV, Adopted 2013 (One Credit)	<5
Dance IV, World Dance Forms IV, Adopted 2013 (One Credit)	201
Dance IV, Dance Composition/Improvisation IV, Adopted 2013 (One Credit)	230
Dance IV, Dance Theory IV, Adopted 2013 (One Credit)	73
Dance IV, Performance Ensemble IV, Adopted 2013 (One Credit)	3,102
Dance IV, Dance Production IV, Adopted 2013 (One Credit)	548
Dance IV, Dance Wellness IV, Adopted 2013 (One Credit)	23
Dance IV, Dance History II, Adopted 2013 (One Credit)	0
Music Studies, Music Theory I, Adopted 2013 (One Credit)	3,223
Music Studies, Music Theory II, Adopted 2013 (One Credit)	276
Music Studies, Music Appreciation I, Adopted 2013 (One Credit)	7,816
Music Studies, Music Appreciation II, Adopted 2013 (One Credit)	234
Music Studies, Music Business I, Adopted 2013 (One Credit)	100
Music Studies, Music Business II, Adopted 2013 (One Credit)	<5
Music Studies, Music Composition I, Adopted 2013 (One Credit)	393
Music Studies, Music Composition II, Adopted 2013 (One Credit)	84
Music Studies, Music Production I, Adopted 2013 (One Credit)	360
Music Studies, Music Production II, Adopted 2013 (One Credit)	57
Music Studies, Music and Media Communications I, Adopted 2013 (One Credit)	260
Music Studies, Music and Media Communications II, Adopted 2013 (One Credit)	40
Music I, Band I, Adopted 2013 (One Credit)	56,657
Music I, Orchestra I, Adopted 2013 (One Credit)	13,810
Music I, Choir I, Adopted 2013 (One Credit)	30,220
Music I, Jazz Ensemble I, Adopted 2013 (One Credit)	4,404
Music I, Instrumental Ensemble I, Adopted 2013 (One Credit)	11,765
Music I, Vocal Ensemble I, Adopted 2013 (One Credit)	4,029
Music I, Applied Music I, Adopted 2013 (One Credit)	4,465
Music I, Jazz Improvisation I, Adopted 2013 (One Credit)	158
Music I, World Music Ensemble I, Adopted 2013 (One Credit)	294

Course	Enrollment
Music I, Mariachi I, Adopted 2013 (One Credit)	3,039
Music I, Piano I, Adopted 2013 (One Credit)	3,507
Music I, Guitar I, Adopted 2013 (One Credit)	6,614
Music I, Harp I, Adopted 2013 (One Credit)	<5
Music II, Band II, Adopted 2013 (One Credit)	42,144
Music II, Orchestra II, Adopted 2013 (One Credit)	10,250
Music II, Choir II, Adopted 2013 (One Credit)	18,031
Music II, Jazz Ensemble II, Adopted 2013 (One Credit)	3,198
Music II, Instrumental Ensemble II, Adopted 2013 (One Credit)	8,324
Music II, Vocal Ensemble II, Adopted 2013 (One Credit)	2,930
Music II, Applied Music II, Adopted 2013 (One Credit)	1,984
Music II, Jazz Improvisation II, Adopted 2013 (One Credit)	95
Music II, World Music Ensemble II, Adopted 2013 (One Credit)	252
Music II, Mariachi II, Adopted 2013 (One Credit)	1,812
Music II, Piano II, Adopted 2013 (One Credit)	892
Music II, Guitar II, Adopted 2013 (One Credit)	1,922
Music II, Harp II, Adopted 2013 (One Credit)	<5
Music III, Band III, Adopted 2013 (One Credit)	40,608
Music III, Orchestra III, Adopted 2013 (One Credit)	8,060
Music III, Choir III, Adopted 2013 (One Credit)	14,239
Music III, Jazz Ensemble III, Adopted 2013 (One Credit)	2,776
Music III, Instrumental Ensemble III, Adopted 2013 (One Credit)	7,225
Music III, Vocal Ensemble III, Adopted 2013 (One Credit)	2,855
Music III, Applied Music III, Adopted 2013 (One Credit)	1,150
Music III, Jazz Improvisation III, Adopted 2013 (One Credit)	82
Music III, World Music Ensemble III, Adopted 2013 (One Credit)	251
Music III, Mariachi III, Adopted 2013 (One Credit)	1,036
Music III, Piano III, Adopted 2013 (One Credit)	358
Music III, Guitar III, Adopted 2013 (One Credit)	873
Music III, Harp III, Adopted 2013 (One Credit)	<5
Music IV, Band IV, Adopted 2013 (One Credit)	32,414
Music IV, Orchestra IV, Adopted 2013 (One Credit)	6,857
Music IV, Choir IV, Adopted 2013 (One Credit)	11,074
Music IV, Jazz Ensemble IV, Adopted 2013 (One Credit)	2,336
Music IV, Instrumental Ensemble IV, Adopted 2013 (One Credit)	5,398
Music IV, Vocal Ensemble IV, Adopted 2013 (One Credit)	2,797
Music IV, Applied Music IV, Adopted 2013 (One Credit)	803
Music IV, Jazz Improvisation IV, Adopted 2013 (One Credit)	73
Music IV, World Music Ensemble IV, Adopted 2013 (One Credit)	247
Music IV, Mariachi IV, Adopted 2013 (One Credit)	1,008

Course	Enrollment
Music IV, Piano IV, Adopted 2013 (One Credit)	213
Music IV, Guitar IV, Adopted 2013 (One Credit)	360
Music IV, Harp IV, Adopted 2013 (One Credit)	<5
Musical Theatre I, Adopted 2013 (One Credit)	2,612
Musical Theatre II, Adopted 2013 (One Credit)	1,027
Musical Theatre III, Adopted 2013 (One Credit)	632
Musical Theatre IV, Adopted 2013 (One Credit)	420
Technical Theatre I, Adopted 2013 (One Credit)	33,149
Technical Theatre II, Adopted 2013 (One Credit)	7,642
Technical Theatre III, Adopted 2013 (One Credit)	3,373
Technical Theatre IV, Adopted 2013 (One Credit)	1,483
Theatre I, Theatre Arts I, Adopted 2013 (One Credit)	52,312
Theatre I, Theatre and Media Communications I, Adopted 2013 (One Credit)	491
Theatre II, Theatre Arts II, Adopted 2013 (One Credit)	12,748
Theatre II, Theatre and Media Communications II, Adopted 2013 (One Credit)	45
Theatre III, Theatre Arts III, Adopted 2013 (One Credit)	5,592
Theatre III, Playwriting I, Adopted 2013 (One Credit)	88
Theatre III, Directing I, Adopted 2013 (One Credit)	184
Theatre IV, Theatre Arts IV, Adopted 2013 (One Credit)	2,811
Theatre IV, Playwriting II, Adopted 2013 (One Credit)	22
Theatre IV, Directing II, Adopted 2013 (One Credit)	73
Technical Theatre II, Lighting and Sound, Adopted 2013 (One-Half to One Credit)	83
Technical Theatre II, Stagecraft, Adopted 2013 (One-Half to One Credit)	158
Technical Theatre II, Costume Construction, Adopted 2013 (One-Half to One Credit)	318
Technical Theatre II, Make-up for the Theatre, Adopted 2013 (One-Half to One Credit)	161
Technical Theatre II, Design for the Theatre, Adopted 2013 (One-Half to One Credit)	115
Technical Theatre II, Theatre Management, Adopted 2013 (One-Half to One Credit)	72
Technical Theatre III, Advanced Lighting and Sound, Adopted 2013 (One-Half to One Credit)	33
Technical Theatre III, Advanced Stagecraft, Adopted 2013 (One-Half to One Credit)	95
Technical Theatre III, Advanced Costume Construction, Adopted 2013 (One-Half to One Credit)	51
Technical Theatre III, Make-up for the Theatre, Adopted 2013 (One-Half to One Credit)	<5
Technical Theatre III, Advanced Design for the Theatre, Adopted 2013 (One-Half to One Credit)	37
Technical Theatre III, Advanced Theatre Management, Adopted 2013 (One-Half to One Credit)	54
Technical Theatre IV, Advanced Lighting and Sound, Adopted 2013 (One-Half to One Credit)	16
Technical Theatre IV, Advanced Stagecraft, Adopted 2013 (One-Half to One Credit)	54
Technical Theatre IV, Advanced Costume Construction, Adopted 2013 (One-Half to One Credit)	38
Technical Theatre IV, Make-up for the Theatre, Adopted 2013 (One-Half to One Credit)	<5
Technical Theatre IV, Advanced Design for the Theatre, Adopted 2013 (One-Half to One Credit)	34
Technical Theatre IV Advanced Theatre Management, Adopted 2013 (One-Half to One Credit)	23
Theatre I, Theatre Production I, Adopted 2013 (One-Half to One Credit)	8,749

Course	Enrollment
Theatre II, Theatre Production II, Adopted 2013 (One-Half to One Credit)	5,250
Theatre III, Theatre Production III, Adopted 2013 (One-Half to One Credit)	4,355
Theatre IV, Theatre Production IV, Adopted 2013 (One-Half to One Credit)	3,119

Chapter 120. Other Texas Essential Knowledge and Skills, Subchapter B. English Language Proficiency Standards

- English Language Proficiency Standards, Kindergarten–Grade 3, Adopted 2024
- English Language Proficiency Standards, Grades 4–12, Adopted 2024

Chapter 127. Career Development and Career and Technical Education

Subchapter B. High School Career Development

Course	Enrollment
Career and Technical Education Project-Based Capstone (One Credit), Adopted 2023	16,496
Career Preparation for Programs of Study (Two Credits), Adopted 2023	3,281
Career Preparation General (Two Credits), Adopted 2023	7,417
Extended Career Preparation (One Credit), Adopted 2023	4,168
Scientific Research and Design (One Credit), Adopted 2024	13,631

Subchapter C. Agriculture, Food, and Natural Resources

Course	Enrollment
Advanced Animal Science (One Credit), Adopted 2024	15,694
Advanced Floral Design (One Credit), Adopted 2024	9,160
Advanced Plant and Soil Science (One Credit), Adopted 2024	6,048
Agribusiness Management and Marketing (One Credit), Adopted 2024	<5
Agricultural Leadership, Research, and Communications (One Credit), Adopted 2024	1,300
Beekeeping and Honey Processing (One Credit), Adopted 2025	41
Equine Science (One-Half Credit), Adopted 2024	5,841
Extended Practicum in Agriculture, Food, and Natural Resources (One Credit), Adopted 2024	878
Floral Design (One Credit), Adopted 2024	54,554
Geographic Information Systems for Agriculture (One Credit), Adopted 2025	n/a
Greenhouse Operation and Production (One Credit), Adopted 2024	3,857
Horticultural Science (One Credit), Adopted 2024	4,458
Livestock and Poultry Production (One Credit), Adopted 2024	16,878
Practicum in Agriculture, Food, and Natural Resources (Two Credits), Adopted 2024	626
Principles of Agriculture, Food, and Natural Resources (One Credit), Adopted 2024	68,611
Professional Standards and Communication in Agribusiness (One Credit), Adopted 2024	923
Small Animal Management (One-Half Credit), Adopted 2024	18,696
Veterinary Science (One Credit), Adopted 2024	n/a
Viticulture (One Credit), Adopted 2024	n/a

Subchapter F. Business, Marketing, and Finance

Course	Enrollment
Entrepreneurship I (One Credit), Adopted 2023	32,553
Entrepreneurship II (One Credit), Adopted 2023	3,497
Extended Practicum in Entrepreneurship (One Credit), Adopted 2023	93
Marketing (One Credit), Adopted 2025	n/a
Practicum in Entrepreneurship (Two Credits), Adopted 2023	3,057
Retail Management (One Credit), Adopted 2025	n/a

Subchapter I. Engineering

Course	Enrollment
Advanced Engineering Design and Presentation (Two Credits), Adopted 2025	n/a
Aerospace Design I (One Credit), Adopted 2025	n/a
Aerospace Design II (Two Credits), Adopted 2025	n/a
Architectural Engineering (Two Credits), Adopted 2025	n/a
Civil Engineering I (One Credit), Adopted 2025	n/a
Civil Engineering II (Two Credits), Adopted 2025	n/a
Engineering Design and Presentation (One Credit), Adopted 2025	n/a
Engineering Design and Problem Solving (One Credit), Adopted 2025	n/a
Engineering Design Process (One Credit), Adopted 2025	n/a
Engineering Project Management (One Credit), Adopted 2025	n/a
Environmental Engineering (One Credit), Adopted 2025	n/a
Extended Practicum in Engineering (One Credit), Adopted 2025	n/a
Fluid Mechanics (One Credit), Adopted 2025	n/a
Mechanical Design I (One Credit), Adopted 2025	n/a
Mechanical Design II (Two Credits), Adopted 2025	n/a
Mechanics of Materials (One Credit), Adopted 2025	n/a
Physics For Engineering (One Credit), Adopted 2024	n/a
Practicum in Engineering (Two Credits), Adopted 2025	n/a
Programming for Engineers (One Credit), Adopted 2025	n/a
Statics (One Credit), Adopted 2025	n/a
Surveying and Geomatics (Two Credits), Adopted 2025	n/a

Subchapter J. Health Science

Course	Enrollment
Speech and Language Development (One Credit), Adopted 2025	52
Speech Communication Disorders (One Credit), Adopted 2025	45

Subchapter K. Hospitality and Tourism

Course	Enrollment

Event and Meeting Planning (One Credit), Adopted 2025	436
Foundations of Restaurant Management (One Credit), Adopted 2025	2,279
Practicum in Event and Meeting Planning (Two Credits), Adopted 2025	19

Subchapter M. Information and Technology

Course	Enrollment
Advanced Cloud Computing (One Credit), Adopted 2025	324
Advanced User Experience Design (One Credit), Adopted 2025	115
Engineering Applications of Computer Science Principles (One Credit), Adopted 2025	n/a
Foundations of User Experience (One Credit), Adopted 2025	1,746
Geographic Information Systems (One Credit), Adopted 2025	26
Information Technology Troubleshooting (One Credit), Adopted 2025	98
Raster-Based Geographic Information Systems (One Credit), Adopted 2025	<5
Spatial Technology and Remote Sensing (One Credit), Adopted 2025	<5

Subchapter N. Law and Public Service

Course	Enrollment
Legal Research and Writing (One Credit), Adopted 2025	2,143

Subchapter P. Transportation, Distribution, and Logistics

Course	Enrollment
Aircraft Airframe Technology (Two Credits), Adopted 2024	143
Aircraft Maintenance Technology (One Credit), Adopted 2024	n/a
Aircraft Powerplant Technology (Two Credits), Adopted 2024	19
Introduction to Aircraft Technology (One Credit), Adopted 2024	429

Chapter 128. Spanish Language Arts (inclusive of Phonics)

Course	Enrollment
Spanish Language Arts and Reading, Kindergarten, Adopted 2017	30,529
Spanish Language Arts and Reading, Grade 1, Adopted 2017	38,410
Spanish Language Arts and Reading, Grade 2, Adopted 2017	41,068
Spanish Language Arts and Reading, Grade 3, Adopted 2017	37,803
Spanish Language Arts and Reading, Grade 4, Adopted 2017	35,561
Spanish Language Arts and Reading, Grade 5, Adopted 2017	32,351

Appendix C – Breakouts

Standards Alignment Breakout Documents

Student expectations (SEs) in the TEKS and English Language Proficiency Standards (ELPS) are separated into their component parts to create breakouts. Breakout documents are intended for use by publishers to align instructional materials to state standards in a way that ensures every aspect of an SE is addressed.

Chapter 110. English Language Arts and Reading (ELAR)

IMRA 2026 English Phonics Only

- Grade K

IMRA 2026 ELAR Full-Subject

- Grade K
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5

Chapter 111. Mathematics

IMRA 2026 Middle School Advanced Mathematics (English)

- Middle School Advanced Mathematics | Grade 6
- Middle School Advanced Mathematics | Grade 7
- Middle School Advanced Mathematics | Algebra I/Grade 8

IMRA 2026 Mathematics (English)

- Grade K
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8
- Algebra I
- Algebra II
- Geometry
- Algebraic Reasoning
- Precalculus
- Statistics
- Advanced Quantitative Reasoning
- Discrete Mathematics for Problem Solving
- Mathematical Models with Applications

IMRA 2026 Mathematics (Spanish)

- Grade K
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6

Chapter 117. Fine Arts

IMRA 2026 Fine Arts—Art

- Grade K
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Middle School 1
- Middle School 2
- Middle School 3
- Level I
- Level II
- Level III
- Level IV

IMRA 2026 Fine Arts—Dance

- Middle School 1
- Middle School 2
- Middle School 3
- Level I
- Level II
- Level III
- Level IV

IMRA 2026 Fine Arts—Music

- Grade K
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Middle School 1
- Middle School 2
- Middle School 3
- Level I
- Level II
- Level III
- Level IV
- Music Studies

IMRA 2026 Fine Arts—Music Theater

- Musical Theater I
- Musical Theater II
- Musical Theater III
- Musical Theater IV

IMRA 2026 Fine Arts—Technical Theater

- Technical Theater I
- Technical Theater II
- Technical Theater III
- Technical Theater IV

IMRA 2026 Fine Arts—Theater

- Grade K
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Middle School 1
- Middle School 2
- Middle School 3
- Theater I
- Theater II
- Theater III
- Theater IV

Chapter 120. English Language Proficiency Standards (ELPS)

IMRA 2025 | ELPS

Chapter 127. Career and Technical Education

- Breakout documents for CTE will be released on a rolling basis and will be posted to the Standards Alignment Breakout Documents webpage.
- High School
- Agriculture, Food, and Natural Resources
- Business, Marketing, and Finance
- Engineering
- Information Technology

Chapter 128. Spanish Language Arts and Reading (SLAR)

IMRA 2026 Spanish Phonics

- Grade K
- Grade 1
- Grade 2
- Grade 3

IMRA 2025 SLAR Full-Subject

- Grade K
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5

IMRA
Instructional Materials
Review and Approval

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