

MINUTES

STATE BOARD OF EDUCATION

NOVEMBER 2025

STATE BOARD OF EDUCATION

(January 2025)

(State Board for Career and Technology Education)

AARON KINSEY, Midland
Chair of the State Board of Education
District 15

PAM LITTLE, Fairview
Vice Chair of the State Board of Education
District 12

WILL HICKMAN, Houston
Secretary of the State Board of Education
District 6

Board Members

GUSTAVO REVELES, El Paso
District 1

AUDREY YOUNG, Trinity
District 8

LJ FRANCIS, Corpus Christi
District 2

KEVEN ELLIS, Lufkin
District 9

MARISA PEREZ-DIAZ, San Antonio
District 3

TOM MAYNARD, Florence
District 10

STACI CHILDS, Houston
District 4

BRANDON HALL, Aledo
District 11

REBECCA BELL-METEREAU
San Marcos, District 5

TIFFANY CLARK, DeSoto
District 13

JULIE PICKREN, Pearland
District 7

EVELYN BROOKS, Frisco
District 14

Committees of the State Board of Education
(updated January 2025)

INSTRUCTION

Audrey Young-Chair
Evelyn Brooks-Vice Chair
Rebecca Bell-Metereau
Pam Little
Gustavo Reveles

SCHOOL FINANCE/PERMANENT SCHOOL FUND

Tom Maynard-Chair
Marisa Perez-Diaz-Vice Chair
Keven Ellis
Will Hickman
Aaron Kinsey

SCHOOL INITIATIVES

LJ Francis-Chair
Julie Pickren-Vice Chair
Staci Childs
Tiffany Clark
Brandon Hall

Minutes

State Board of Education

November 21, 2025

Minutes
State Board of Education
Friday, November 21, 2025

The State Board of Education met at 8:45 a.m. on Friday, November 21, 2025, in room #2.034 of the Barbara Jordan Building, 1601 N. Congress Avenue, Austin, Texas.

Mrs. Little introduced a student performance by the Melissa High School Ruby Belles and Trumpet Ensemble.

The Invocation, Pledge of Allegiance to the Flag of the United States of America, and Salute to the Texas Flag were led by Ms. Brooks.

Staff called the roll.

Present: Aaron Kinsey, chair; Gustavo Reveles; LJ Francis; Marisa B. Perez-Diaz; Staci Childs; Rebecca Bell-Metereau; Will Hickman; Julie Pickren; Audrey Young; Keven Ellis; Tom Maynard; Pam Little; Brandon Hall; Tiffany Clark; Evelyn Brooks

Approval of Minutes

State Board of Education, September 12, 2025

MOTION AND VOTE: *The State Board of Education approved the minutes of the September 12, 2025, meetings of the State Board of Education.*

1. Resolutions and Presentation

The following resolutions was considered and adopted:

- Resolution honoring the winners of the 2025 National History Day Contest
(ATTACHMENT 1, page 6)

Public Testimony

Members of the public provided testimony.

2. Approval of Consent Agenda

Without objection, the State Board of Education approved the following items on the consent agenda.

C1. Adoption of Review of 19 TAC Chapter 74, Curriculum Requirements
(Board agenda page II-5)

ADOPTED RECOMMENDATION: That the State Board of Education adopt the review of 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, Subchapter B, Graduation Requirements, Subchapter C, Other Provisions, Subchapter F, Graduation Requirements, Beginning with School Year 2007-2008, and Subchapter G, Graduation Requirements, Beginning with School Year 2012-2013.

C2. Approval of Costs to Administer the 2025–2026 State-Developed Assessments to Private School Students

(Board agenda page III-51)

ADOPTED RECOMMENDATION: To approve the recommended per-student costs for administering the state assessments to private school students in the 2025–2026 school year .

COMMITTEE OF THE FULL BOARD

3. Consideration of Instructional Materials Offered for Approval Under IMRA Cycle 2025

(Board agenda page I-1)

RECOMMENDATION: That the State Board of Education:

Determine that for those items remaining on the proposed rejected list, the following occur:

1. SBOE issues a proclamation requesting their revision and providing a 45-day cure period starting November 22, 2025.
2. At the January 2026 meeting, the SBOE may vote to move any items for which a publisher did not submit a revision by January 6, 2026, to the rejected list.
3. Review the “cured” materials during the summer 2026.
4. Vote on the potentially-cured materials at the November 2026 meeting, and place them on the rejected list, place them on the “take no action list,” or place them on the approved list.

The recommendation was adopted 14-0.

RECOMMENDATION: That the State Board of Education:

Place all programs recommended for approval by the commissioner and those added by this Committee to the List of Approved Instructional Materials and require that publishers of the products on that list make all agreed to changes listed in the Individual Product Reports; require that all instructional materials meet established manufacturing standards and specifications; require that all electronic instructional materials comply with the Web Content Accessibility Guidelines, Version 2.1, level AA, and the technical standards required by the Federal Rehabilitation Act, Section 508; and require that materials provide access to a parent portal as required by TEC, §31.154.

Member Hickman divided the question and lines 7-12 (Aprendizaje Bluebonnet SLAR (Spanish)) were considered separately. These items were added to the List of Approved Instructional Materials by a vote of 11-2.

Member Hall moved to remove all HMH Education Company items on lines 1-6, 13-18, and lines 126-137 from the Approved List. The motion was defeated on a roll call vote by a vote of 3-11.

MEMBER	VOTE
Reveles:	NO
Francis:	NO
Perez-Diaz:	NO
Childs:	NO
Bell-Metereau:	NO
Hickman:	NO
Pickren:	YES
Young:	NO
Ellis:	NO

Maynard:	YES
Hall:	YES
Little:	NO
Clark:	NO
Brooks:	NO
Kinsey:	

Member Brooks moved to remove items 38-41, 58-59, and 87-93 TEA Bluebonnet Math products. There was no second, and the motion was not considered.

The recommendation containing the remainder of the list was added to the List of Approved Instructional Materials by a vote of 12-2. See “2025-11-21 Item 3-Approved List IMRA 2025 COFB Recommendation Report-AS ADOPTED” (ATTACHMENT 2, page 7)

RECOMMENDATION: That the State Board of Education: Move Hand2Mind Phonics Intervention K–2 and Phonics Toolkit K–2, rows 271 and 272, from the proposed rejected list to the no action list contingent upon receipt of an attestation from the publisher that they will make the edits included in the Individual Product Reports related to three-cueing and confirmation of the changes, as determined by the SBOE no later than the January 2026 meeting.

The recommendation was adopted 10-3.

RECOMMENDATION: That the State Board of Education: Place all programs remaining on the list of programs recommended for rejection by the commissioner on the List of Proposed Rejected Instructional Materials.

Member Maynard moved to remove items 267-270, the 95 Percent Group, from the rejected list. The motion was adopted 12-0.

The recommendation was adopted 11-0, as amended. See “2025-11-21 Item 3-Rejected List IMRA 2025 COFB Recommendation Report-AS ADOPTED” and “2025-11-21 Item 3-No Action List IMRA 2025 COFB Recommendation Report-AS ADOPTED.” (ATTACHMENT 3, page 14-16)

MOTION: Member Little moved that the State Board of Education adopt the IMRA Cycle 2025 Proclamation for Proposed Rejected Instructional Materials. Following amendments, the motion was adopted 12-0. See “Proclamation of Required Revisions IMRA Cycle 2025-AS ADOPTED.” (ATTACHMENT 4, page 17)

4. **Proposed Amendment to 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.27, IMRA Reviewers: Eligibility and Appointment**
(Board agenda page I-3)

RECOMMENDATION: That the State Board of Education: Approve for first reading and filing authorization the proposed amendment to 19 TAC for first reading and filing authorization the proposed amendment to 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.27, IMRA Reviewers: Eligibility and Appointment, as amended.

The motion was adopted 10-0, with amendments recommended by staff.

5. **Proposed New 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career**
State Board of Education

Development and Career and Technical Education, Subchapter B, High School, and Subchapter N, Law and Public Service
(First Reading and Filing Authorization)
(Board agenda page I-9)

RECOMMENDATION: That the State Board of Education:
Approve for first reading and filing authorization of proposed new 19 TAC Chapter 127, Subchapter B, §127.16, and Subchapter N, §§127.752, 127.753, 127.756, and 127.757.

The motion was adopted 10-0, as amended with a technical edit recommended by staff.

6. **Proposed New 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter F, Business, Marketing, and Finance; Subchapter J, Health Science; and Subchapter O, Manufacturing**
(Second Reading and Final Adoption)
(Board agenda page I-36)

RECOMMENDATION: That the State Board of Education:
Approve for second reading and final adoption proposed new 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter F, Business, Marketing, and Finance; Subchapter J, Health Science; and Subchapter O, Manufacturing; and;

Make an affirmative finding that immediate adoption of proposed new 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter F, Business, Marketing, and Finance; Subchapter J, Health Science; and Subchapter O, Manufacturing, is necessary and shall have an effective date of 20 days after filing with the Texas Register.

Without objection, the SBOE rules were suspended to allow staff edits to be considered. The staff edits were adopted.

The motion was adopted 13-0, *as amended*. The staff edits are attached as “2025-11-21 Item-6 Staff edits 127f amendment_rev”

(ATTACHMENT 5, pages 20, 24, 31)

COMMITTEE ON INSTRUCTION

7. **Proposed Amendment to 19 TAC Chapter 89, Adaptations for Special Populations, Subchapter A, Gifted/Talented Education, §89.1, Student Identification**
(Second Reading and Final Adoption)
(Board agenda page II-1)

RECOMMENDATION: That the State Board of Education:
Approve for second reading and final adoption proposed amendment to 19 TAC Chapter 89, Adaptations for Special Populations, Subchapter A, Gifted/Talented Education, §89.1, Student Identification.

The recommendation was adopted 13-0.

(ATTACHMENT 6, page 45)

8. **Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.27, Innovative Courses and Programs**
(First Reading and Filing Authorization)
(Board agenda page II-11)

Staff note: Due to a clerical error, the incorrect motion was made for this item, and duplicated a motion already adopted on the consent calendar. While there is no effect from adopting the same motion twice, the motion related to this item was not adopted, and the item will be refiled for the January meeting.

9. **Consideration of Instructional Materials Contracts Not in Compliance**
(Board agenda page II-16)

RECOMMENDATION: That the State Board of Education:
Terminate instructional materials contracts not in compliance with the terms of the contract and remove those products from the list of adopted instruction materials as shown in the attachment.

The recommendation was adopted 12-0. See “2025-11-21 Item-9 List of Publisher products with Contracts Out of Compliance REVISED 11-18-25”

(ATTACHMENT 7, page 46)

COMMITTEE ON SCHOOL FINANCE/ PERMANENT SCHOOL FUND

No business was brought forward from this Committee.

COMMITTEE ON SCHOOL INITIATIVES

10. **Review of Adoption of Proposed Amendments to 19 TAC Chapter 229, Accountability System for Educator Preparation Programs, Subchapter A, Accountability System for Education Preparation Program Procedures, Subchapter B, Accountability System for Educator Preparation Accreditation Statuses, Subchapter C, Accreditation Sanctions, and Subchapter F, Required Fees**
(Board agenda page IV-1)

RECOMMENDATION: That the State Board of Education:
Take no action on the proposed amendments to 19 TAC Chapter 229, Accountability System for Educator Preparation Programs, Subchapter A, Accountability System for Education Preparation Program Procedures, Subchapter B, Accountability System for Educator Preparation Accreditation Statuses, Subchapter C, Accreditation Sanctions, and Subchapter F, Required Fees.

The recommendation was adopted 12-0.

The meeting adjourned at 12:15 p.m.



Will Hickman, Secretary

RESOLUTION

WHEREAS the State Board of Education considers high academic standards as the foundation of public education in Texas; and

WHEREAS the National History Day program fosters academic achievement and intellectual growth, requires student participants to conduct extensive primary and secondary source research on a topic of historical significance, and promotes pride in each student participant's heritage and in our nation's history and place in the world; and

WHEREAS the annual National History Day contest with the theme of *Rights and Responsibilities in History* was held in College Park, Maryland, on June 7-12, 2025; and

WHEREAS Brinkley Benoit of Cedar Bayou Junior High School in Baytown, Texas, achieved First Place in the Junior Division Individual Documentary category with her documentary titled, *The Great IDEA: Speaking for Those Who Cannot Speak for Themselves*; and

WHEREAS Cassidy McCarthy of the iUniversity Prep Virtual Academy in Grapevine, Texas, achieved First Place in the Junior Division Individual Website category with her website titled, *The West Virginia Mine Wars: Justice in the Coal Field*; and

WHEREAS Sara Bangale, Julia Choi, Parisa Gopal, Miranda Wang, and Joy Xia of Bellaire High School in Bellaire, Texas, achieved Third Place in the Senior Division Group Documentary category with their documentary titled, *The Pentagon Papers: War, Truth, and Press Freedom*; and

WHEREAS Erin Beall, Rohan Palivela, Shravya Palivela, Siri Peddinti, and Shreya Ravi Shankar of Plano East High School in Plano, Texas, achieved Fourth Place in the Senior Division Group Website category with their website titled, *The Price of Dissent: McCarthyism's Attack on Civil Rights*; now, therefore, be it

RESOLVED, that the State Board of Education does hereby congratulate these *2025 National History Day* honorees from the Goose Creek Consolidated Independent School District, the Grapevine-Colleyville Independent School District, Houston Independent School District, and Plano Independent School District; and be it further

RESOLVED, that this resolution be presented to the aforementioned students for their high levels of achievement at the *2025 National History Day* contest and that a copy be included in the permanent records of the State Board of Education.

WITNESS our signatures this twenty-first day of November, two thousand and twenty-five, in Austin, Texas.

Aaron Kinsey, Chairman
State Board of Education

Will Hickman, Secretary
State Board of Education

List of Materials Recommended by the COFB for Approval

ID	Publisher Name	Product Title	Subject	Standards: TEKS	Standards: ELPS	Quality Rating: Total Score	Quality Rating: Points Possible	Quality Rating: Percent	Suitability Non-Compliance Flags Addressed	Suitability Excellence Category 2	Three-Cueing Compliance FINAL	Phonics Rule Compliance	Eligible for Approval by SBOE?	CMM Recommend?	Tuesday COFB Action	Required to be reviewed by SBOE?	SBOE Action
1	HMH Education Company	HMH Into Reading, K	English Language Arts and Reading	100%	100%	342	342	100%	Flags Not in Report	23	Flags Resolved	Compliant	YES	Approve	Approved list	Yes	Retained on the list 3-11
2	HMH Education Company	HMH Into Reading, 1	English Language Arts and Reading	100%	100%	367	367	100%	Flags Not in Report	22	Flags Resolved	Compliant	YES	Approve	Approved list	Yes	Retained on the list 3-11
3	HMH Education Company	HMH Into Reading, 2	English Language Arts and Reading	100%	100%	381	381	100%	Flags Not in Report	21	Flags Resolved	Compliant	YES	Approve	Approved list	Yes	Retained on the list 3-11
4	HMH Education Company	HMH Into Reading, 3	English Language Arts and Reading	100%	100%	365	365	100%	Flags Not in Report	15	Flags Resolved	Compliant	YES	Approve	Approved list	Yes	Retained on the list 3-11
5	HMH Education Company	HMH Into Reading, 4	English Language Arts and Reading	100%	100%	287	287	100%	Flags Not in Report	13	Not Applicable	Not Applicable	YES	Approve	Approved list	Yes	Retained on the list 3-11
6	HMH Education Company	HMH Into Reading, 5	English Language Arts and Reading	100%	100%	287	287	100%	Flags Not in Report	13	Not Applicable	Not Applicable	YES	Approve	Approved list	Yes	Retained on the list 3-11
7	Texas Education Agency	Aprendizaje Bluebonnet SLAR (Spanish), K	Spanish Language Arts and Reading	100%	N/A	317	317	100%	Flags Addressed	77	Flags Resolved	Compliant	YES	Approve	Approved list	Yes	Adopted 11-2
8	Texas Education Agency	Aprendizaje Bluebonnet SLAR (Spanish), 1	Spanish Language Arts and Reading	100%	N/A	323	323	100%	Flags Addressed	80	Flags Resolved	Compliant	YES	Approve	Approved list	Yes	Adopted 11-2
9	Texas Education Agency	Aprendizaje Bluebonnet SLAR (Spanish), 2	Spanish Language Arts and Reading	100%	N/A	308	308	100%	Flags Addressed	9	Flags Not in Report	Compliant	YES	Approve	Approved list	Yes	Adopted 11-2
10	Texas Education Agency	Aprendizaje Bluebonnet SLAR (Spanish), 3	Spanish Language Arts and Reading	100%	N/A	336	336	100%	Flags Not in Report	16	Flags Not in Report	Compliant	YES	Approve	Approved list	Yes	Adopted 11-2
11	Texas Education Agency	Aprendizaje Bluebonnet SLAR (Spanish), 4	Spanish Language Arts and Reading	100%	N/A	262	265	99%	Flags Not in Report	7	Not Applicable	Not Applicable	YES	Approve	Approved list	Yes	Adopted 11-2
12	Texas Education Agency	Aprendizaje Bluebonnet SLAR (Spanish), 5	Spanish Language Arts and Reading	100%	N/A	262	265	99%	Flags Not in Report	7	Not Applicable	Not Applicable	YES	Approve	Approved list	Yes	Adopted 11-2
13	HMH Education Company	Spanish HMH ¡Arriba la lectural!, K	Spanish Language Arts and Reading	100%	N/A	316	316	100%	Flags Addressed	35	Flags Not in Report	Compliant	YES	Approve	Approved list	Yes	Retained on the list 3-11
14	HMH Education Company	Spanish HMH ¡Arriba la lectural!, 1	Spanish Language Arts and Reading	100%	N/A	322	322	100%	Flags Not in Report	24	Flags Not in Report	Compliant	YES	Approve	Approved list	Yes	Retained on the list 3-11
15	HMH Education Company	Spanish HMH ¡Arriba la lectural!, 2	Spanish Language Arts and Reading	100%	N/A	307	307	100%	Flags Addressed	27	Flags Resolved	Compliant	YES	Approve	Approved list	Yes	Retained on the list 3-11
16	HMH Education Company	Spanish HMH ¡Arriba la lectural!, 3	Spanish Language Arts and Reading	100%	N/A	335	335	100%	Flags Not in Report	24	Flags Not in Report	Compliant	YES	Approve	Approved list	Yes	Retained on the list 3-11
17	HMH Education Company	Spanish HMH ¡Arriba la lectural!, 4	Spanish Language Arts and Reading	100%	N/A	264	264	100%	Flags Not in Report	9	Not Applicable	Not Applicable	YES	Approve	Approved list	Yes	Retained on the list 3-11
18	HMH Education Company	Spanish HMH ¡Arriba la lectural!, 5	Spanish Language Arts and Reading	100%	N/A	264	264	100%	Flags Not in Report	9	Not Applicable	Not Applicable	YES	Approve	Approved list	Yes	Retained on the list 3-11
19	Benchmark Education Company, LLC	Benchmark Phonics, K	English Phonics	100%	N/A	208	208	100%	Flags Addressed	14	Flags Not in Report	Compliant	YES	Approve	Approved list	Yes	
20	Benchmark Education Company, LLC	Benchmark Phonics, 1	English Phonics	100%	N/A	221	221	100%	Flags Addressed	12	Flags Not in Report	Compliant	YES	Approve	Approved list	Yes	
21	Benchmark Education Company, LLC	Benchmark Phonics, 2	English Phonics	100%	N/A	238	238	100%	Flags Not in Report	8	Flags Not in Report	Compliant	YES	Approve	Approved list	Yes	
22	Benchmark Education Company, LLC	Benchmark Phonics, 3	English Phonics	100%	N/A	220	220	100%	Flags Not in Report	9	Flags Not in Report	Compliant	YES	Approve	Approved list	Yes	
23	Literacy Resources, LLC (Heggerty)	Bridge to Reading, K	English Phonics	100%	N/A	205	207	99%	Flags Addressed	3	Flags Not in Report	Compliant	YES	Approve	Approved list	Yes	
24	Literacy Resources, LLC (Heggerty)	Bridge to Reading, 1	English Phonics	100%	N/A	218	220	99%	Flags Addressed	4	Flags Not in Report	Compliant	YES	Approve	Approved list	Yes	
25	Literacy Resources, LLC (Heggerty)	Bridge to Reading, 2	English Phonics	100%	N/A	235	237	99%	Flags Addressed	5	Flags Not in Report	Compliant	YES	Approve	Approved list	Yes	
26	Literacy Resources, LLC (Heggerty)	Bridge to Reading, 3	English Phonics	100%	N/A	217	219	99%	Flags Not in Report	3	Flags Not in Report	Compliant	YES	Approve	Approved list	Yes	
27	Just Right Reader, Inc.	Just Right Reader (English), 3	English Phonics	100%	N/A	220	220	100%	Flags Not in Report	19	Flags Not in Report	Compliant	YES	Approve	Approved list	Yes	
28	Scholastic Inc.	Ready4Reading, K	English Phonics	100%	N/A	187	207	90%	Flags Addressed	9	Flags Resolved	Compliant	YES	Approve	Approved list	Yes	
29	Scholastic Inc.	Ready4Reading, 1	English Phonics	100%	N/A	200	220	91%	Flags Not in Report	12	Flags Not in Report	Compliant	YES	Approve	Approved list	Yes	
30	Scholastic Inc.	Ready4Reading, 2	English Phonics	100%	N/A	217	237	92%	Flags Not in Report	5	Flags Not in Report	Compliant	YES	Approve	Approved list	Yes	
31	Scholastic Inc.	Ready4Reading, 3	English Phonics	100%	N/A	202	219	92%	Flags Not in Report	11	Flags Not in Report	Compliant	YES	Approve	Approved list	Yes	
32	Really Great Reading Company	Really Great Reading Company, K	English Phonics	100%	N/A	205	207	99%	Flags Not in Report	2	Flags Not in Report	Compliant	YES	Approve	Approved list	Yes	
33	Really Great Reading Company	Really Great Reading Company, 1	English Phonics	100%	N/A	218	220	99%	Flags Addressed	4	Flags Not in Report	Compliant	YES	Approve	Approved list	Yes	
34	Really Great Reading Company	Really Great Reading Company, 2	English Phonics	100%	N/A	235	237	99%	Flags Not in Report	7	Flags Not in Report	Compliant	YES	Approve	Approved list	Yes	
35	Heinemann, a division of Greenwood Publishing Group LLC	Saxon Reading Foundations, 1	English Phonics	100%	N/A	215	220	98%	Flags Not in Report	8	Flags Not in Report	Compliant	YES	Approve	Approved list	Yes	
35	Heinemann, a division of Greenwood Publishing Group LLC	Saxon Reading Foundations, K	English Phonics	100%	N/A	203	207	98%	Flags Not in Report	3	Flags Resolved	Compliant	YES	Approve	Approved list	Yes	
36	Heinemann, a division of Greenwood Publishing Group LLC	Saxon Reading Foundations, 2	English Phonics	100%	N/A	232	237	98%	Flags Not in Report	22	Flags Not in Report	Compliant	YES	Approve	Approved list	Yes	

List of Materials Recommended by the COFB for Approval

ID	Publisher Name	Product Title	Subject	Standards: TEKS	Standards: ELPS	Quality Rating: Total Score	Quality Rating: Points Possible	Quality Rating: Percent	Suitability Non-Compliance Flags Addressed	Suitability Excellence Category 2	Three-Cueing Compliance FINAL	Phonics Rule Compliance	Eligible for Approval by SBOE?	CMM Recommend?	Tuesday COFB Action	Required to be reviewed by SBOE?	SBOE Action
38	Texas Education Agency	Aprendizaje Bluebonnet SLAR (Spanish Phonics), K	Spanish Phoni														
		Aprendizaje Bluebonnet SLAR (Spanish Phonics), 1	Spanish Phonics	100%	N/A	176	176	100%	Flags Not in Report	26	Flags Resolved	Compliant	YES	Approve	Approved list	Yes	Motion to remove was not seconded and was not considered.
40	Texas Education Agency	Aprendizaje Bluebonnet SLAR (Spanish Phonics), 2	Spanish Phonics	100%	N/A	164	164	100%	Flags Not in Report	4	Flags Not in Report	Compliant	YES	Approve	Approved list	Yes	Motion to remove was not seconded and was not considered.
41	Texas Education Agency	Aprendizaje Bluebonnet SLAR (Spanish Phonics), 3	Spanish Phonics	100%	N/A	190	190	100%	Flags Not in Report	11	Flags Not in Report	Compliant	YES	Approve	Approved list	Yes	Motion to remove was not seconded and was not considered.
42	Benchmark Education Company, LLC	Benchmark Fonética, K	Spanish Phonics	100%	N/A	182	182	100%	Flags Not in Report	7	Flags Not in Report	Compliant	YES	Approve	Approved list	Yes	
43	Benchmark Education Company, LLC	Benchmark Fonética, 1	Spanish Phonics	100%	N/A	176	176	100%	Flags Not in Report	6	Flags Not in Report	Compliant	YES	Approve	Approved list	Yes	
44	Benchmark Education Company, LLC	Benchmark Fonética, 2	Spanish Phonics	100%	N/A	164	164	100%	Flags Not in Report	6	Flags Not in Report	Compliant	YES	Approve	Approved list	Yes	
45	Benchmark Education Company, LLC	Benchmark Fonética, 3	Spanish Phonics	100%	N/A	190	190	100%	Flags Not in Report	4	Flags Not in Report	Compliant	YES	Approve	Approved list	Yes	
46	I Love to Read in Spanish, LLC	I Love to Read in Spanish, K	Spanish Phonics	100%	N/A	179	182	98%	Flags Not in Report	4	Flags Not in Report	Compliant	YES	Approve	Approved list	Yes	
47	I Love to Read in Spanish, LLC	I Love to Read in Spanish, 1	Spanish Phonics	100%	N/A	172	176	98%	Flags Not in Report	7	Flags Not in Report	Compliant	YES	Approve	Approved list	Yes	
48	Just Right Reader, Inc.	Just Right Reader (Spanish), 3	Spanish Phonics	100%	N/A	190	190	100%	Flags Not in Report	20	Flags Not in Report	Compliant	YES	Approve	Approved list	Yes	
49	Curriculum Associates, LLC	Mosaico, K	Spanish Phonics	100%	N/A	177	181	98%	Flags Not in Report	9	Flags Not in Report	Compliant	YES	Approve	Approved list	Yes	
50	Curriculum Associates, LLC	Mosaico, 1	Spanish Phonics	100%	N/A	171	175	98%	Flags Not in Report	3	Flags Resolved	Compliant	YES	Approve	Approved list	Yes	
51	Curriculum Associates, LLC	Mosaico, 2	Spanish Phonics	100%	N/A	161	163	99%	Flags Addressed	9	Flags Resolved	Compliant	YES	Approve	Approved list	Yes	
52	Amplify Education, Inc.	Amplify Desmos Math, K	English Mathematics	100%	100%	163	163	100%	Flags Not in Report	16	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
53	Amplify Education, Inc.	Amplify Desmos Math, 1	English Mathematics	100%	100%	163	163	100%	Flags Not in Report	8	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
54	Amplify Education, Inc.	Amplify Desmos Math, 2	English Mathematics	100%	100%	163	163	100%	Flags Not in Report	20	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
55	Amplify Education, Inc.	Amplify Desmos Math, 3	English Mathematics	100%	100%	163	163	100%	Flags Not in Report	21	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
56	Amplify Education, Inc.	Amplify Desmos Math, 4	English Mathematics	100%	100%	163	163	100%	Flags Not in Report	23	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
57	Amplify Education, Inc.	Amplify Desmos Math, 5	English Mathematics	100%	100%	163	163	100%	Flags Not in Report	19	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
58	Texas Education Agency	Bluebonnet Learning, Algebra II	English Mathematics	100%	100%	163	163	100%	Flags Addressed	7	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	Motion to remove was not seconded and was not considered.
59	Texas Education Agency	Bluebonnet Learning, Geometry	English Mathematics	100%	100%	163	163	100%	Flags Not in Report	3	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	Motion to remove was not seconded and was not considered.
60	Savvas Learning Company LLC	enVision+Texas Math, K	English Mathematics	100%	100%	163	163	100%	Flags Not in Report	5	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
61	Savvas Learning Company LLC	enVision+Texas Math, 1	English Mathematics	100%	100%	163	163	100%	Flags Not in Report	6	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
62	Savvas Learning Company LLC	enVision+Texas Math, 2	English Mathematics	100%	100%	163	163	100%	Flags Not in Report	3	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
63	Savvas Learning Company LLC	enVision+Texas Math, 3	English Mathematics	100%	100%	163	163	100%	Flags Not in Report	28	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
64	Savvas Learning Company LLC	enVision+Texas Math, 4	English Mathematics	100%	100%	163	163	100%	Flags Not in Report	25	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
65	Savvas Learning Company LLC	enVision+Texas Math, 5	English Mathematics	100%	100%	163	163	100%	Flags Not in Report	11	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	

List of Materials Recommended by the COFB for Approval

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66	Savvas Learning Company LLC	enVision+Texas Math, 6	English Mathematics	100%	100%	163	163	100%	Flags Not in Report	20	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
67	Savvas Learning Company LLC	enVision+Texas Math, 7	English Mathematics	100%	100%	163	163	100%	Flags Not in Report	8	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
68	Savvas Learning Company LLC	enVision+Texas Math, 8	English Mathematics	100%	100%	163	163	100%	Flags Not in Report	7	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
69	Savvas Learning Company LLC	enVision+ Texas AGA, Algebra I	English Mathematics	100%	100%	163	163	100%	Flags Addressed	34	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
70	Savvas Learning Company LLC	enVision+ Texas AGA, Algebra II	English Mathematics	100%	100%	163	163	100%	Flags Not in Report	110	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
71	Savvas Learning Company LLC	enVision+ Texas AGA, Geometry	English Mathematics	100%	100%	163	163	100%	Flags Not in Report	23	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
72	MIND Education	InsightMath Texas, K	English Mathematics	100%	100%	162	163	99%	Flags Not in Report	7	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
73	MIND Education	InsightMath Texas, 1	English Mathematics	100%	100%	162	163	99%	Flags Not in Report	6	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
74	MIND Education	InsightMath Texas, 2	English Mathematics	100%	100%	162	163	99%	Flags Not in Report	6	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
75	Curriculum Associates, LLC	i-Ready Classroom Math, 3	English Mathematics	100%	100%	154	163	94%	Flags Addressed	2	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
76	Curriculum Associates, LLC	i-Ready Classroom Math, 4	English Mathematics	100%	100%	154	163	94%	Flags Addressed	6	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
77	Curriculum Associates, LLC	i-Ready Classroom Math, 5	English Mathematics	100%	100%	154	163	94%	Flags Addressed	14	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
78	Curriculum Associates, LLC	i-Ready Classroom Math, Algebra I	English Mathematics	100%	100%	147	163	90%	Flags Addressed	4	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
79	McGraw Hill LLC	McGraw Hill Math, 6	English Mathematics	100%	100%	162	163	99%	Flags Addressed	11	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
80	McGraw Hill LLC	McGraw Hill Math, 7	English Mathematics	100%	100%	162	163	99%	Flags Not in Report	10	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
81	McGraw Hill LLC	McGraw Hill Math, 8	English Mathematics	100%	100%	162	163	99%	Flags Not in Report	12	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
82	McGraw Hill LLC	McGraw Hill Math, Algebra I	English Mathematics	100%	100%	161	163	99%	Flags Not in Report	3	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
83	McGraw Hill LLC	McGraw Hill Math, Algebra II	English Mathematics	100%	100%	161	163	99%	Flags Not in Report	3	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
84	McGraw Hill LLC	McGraw Hill Math, Geometry	English Mathematics	100%	100%	162	163	99%	Flags Not in Report	8	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
85	McGraw Hill LLC	McGraw Hill Math, Precalculus	English Mathematics	100%	100%	163	163	100%	Flags Not in Report	25	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
86	Alba Educational Consulting, LLC	Progressions by Alba Math (English), 2	English Mathematics	100%	100%	163	163	100%	Flags Not in Report	4	Flags Not in Report	Not Applicable	YES	Approve	Approved list	No	
87	Texas Education Agency	Aprendizaje Bluebonnet Math (Spanish), K	Spanish Mathematics	100%	N/A	160	160	100%	Flags Addressed	36	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	Motion to remove was not seconded and was not considered.
88	Texas Education Agency	Aprendizaje Bluebonnet Math (Spanish), 1	Spanish Mathematics	100%	N/A	160	160	100%	Flags Not in Report	32	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	Motion to remove was not seconded and was not considered.
89	Texas Education Agency	Aprendizaje Bluebonnet Math (Spanish), 2	Spanish Mathematics	100%	N/A	160	160	100%	Flags Not in Report	33	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	Motion to remove was not seconded and was not considered.
90	Texas Education Agency	Aprendizaje Bluebonnet Math (Spanish), 3	Spanish Mathematics	100%	N/A	160	160	100%	Flags Not in Report	47	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	Motion to remove was not seconded and was not considered.
91	Texas Education Agency	Aprendizaje Bluebonnet Math (Spanish), 4	Spanish Mathematics	100%	N/A	160	160	100%	Flags Not in Report	23	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	Motion to remove was not seconded and was not considered.
92	Texas Education Agency	Aprendizaje Bluebonnet Math (Spanish), 5	Spanish Mathematics	100%	N/A	160	160	100%	Flags Addressed	13	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	Motion to remove was not seconded and was not considered.

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93	Texas Education Agency	Aprendizaje Bluebonnet Math (Spanish), 6	Spanish Mathematics	100%	N/A	160	160	100%	Flags Not in Report	4	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	Motion to remove was not seconded and was not considered.
94	Alba Educational Consulting, LLC	Progressions by Alba Math (Spanish), K	Spanish Mathematics	100%	N/A	159	159	100%	Flags Not in Report	2	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
95	Alba Educational Consulting, LLC	Progressions by Alba Math (Spanish), 1	Spanish Mathematics	100%	N/A	159	159	100%	Flags Not in Report	2	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
96	Accelerate Learning Inc.	STEMscopes Math (Spanish), K	Spanish Mathematics	100%	N/A	159	159	100%	Flags Not in Report	1	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
97	Accelerate Learning Inc.	STEMscopes Math (Spanish), 1	Spanish Mathematics	100%	N/A	159	159	100%	Flags Addressed	2	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
98	Accelerate Learning Inc.	STEMscopes Math (Spanish), 2	Spanish Mathematics	100%	N/A	159	159	100%	Flags Addressed	1	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
99	Accelerate Learning Inc.	STEMscopes Math (Spanish), 3	Spanish Mathematics	100%	N/A	159	159	100%	Flags Not in Report	1	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
100	Accelerate Learning Inc.	STEMscopes Math (Spanish), 4	Spanish Mathematics	100%	N/A	159	159	100%	Flags Addressed	3	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
101	Accelerate Learning Inc.	STEMscopes Math (Spanish), 5	Spanish Mathematics	100%	N/A	159	159	100%	Flags Addressed	5	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
102	Accelerate Learning Inc.	STEMscopes Math (Spanish), 6	Spanish Mathematics	100%	N/A	159	159	100%	Flags Not in Report	4	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
103	McGraw Hill LLC	ALEKS, 6	Supplemental English Mathematics	100%	N/A	120	156	77%	Flags Addressed	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
104	McGraw Hill LLC	ALEKS, 7	Supplemental English Mathematics	100%	N/A	120	156	77%	Flags Addressed	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
105	McGraw Hill LLC	ALEKS, 8	Supplemental English Mathematics	100%	N/A	120	156	77%	Flags Addressed	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
106	McGraw Hill LLC	ALEKS, Algebra I	Supplemental English Mathematics	100%	N/A	115	156	74%	Flags Not in Report	1	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
107	McGraw Hill LLC	ALEKS, Algebra II	Supplemental English Mathematics	100%	N/A	115	156	74%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
108	McGraw Hill LLC	ALEKS, Geometry	Supplemental English Mathematics	100%	N/A	110	156	71%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
109	McGraw Hill LLC	ALEKS, Precalculus	Supplemental English Mathematics	100%	N/A	109	156	70%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
110	Discovery Education, Inc.	DreamBox Math for Texas, K	Supplemental English Mathematics	100%	N/A	141	154	92%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
111	Discovery Education, Inc.	DreamBox Math for Texas, 1	Supplemental English Mathematics	100%	N/A	141	154	92%	Flags Addressed	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
112	Discovery Education, Inc.	DreamBox Math for Texas, 2	Supplemental English Mathematics	100%	N/A	141	154	92%	Flags Addressed	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
113	Discovery Education, Inc.	DreamBox Math for Texas, 3	Supplemental English Mathematics	100%	N/A	141	154	92%	Flags Addressed	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
114	Discovery Education, Inc.	DreamBox Math for Texas, 4	Supplemental English Mathematics	100%	N/A	141	154	92%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
115	Discovery Education, Inc.	DreamBox Math for Texas, 5	Supplemental English Mathematics	100%	N/A	141	154	92%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
116	Edmentum, Inc.	Exact Path Mathematics, K	Supplemental English Mathematics	100%	N/A	133	154	86%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	No	
117	Edmentum, Inc.	Exact Path Mathematics, 1	Supplemental English Mathematics	100%	N/A	133	154	86%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	No	
118	Edmentum, Inc.	Exact Path Mathematics, 2	Supplemental English Mathematics	100%	N/A	133	154	86%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	No	
119	Edmentum, Inc.	Exact Path Mathematics, 3	Supplemental English Mathematics	100%	N/A	138	154	90%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	No	
120	Edmentum, Inc.	Exact Path Mathematics, 4	Supplemental English Mathematics	100%	N/A	138	154	90%	Flags Addressed	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	No	
121	Edmentum, Inc.	Exact Path Mathematics, 5	Supplemental English Mathematics	100%	N/A	138	154	90%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	No	
122	Hand2mind, Inc.	hand2mind Math, 6	Supplemental English Mathematics	100%	N/A	137	154	89%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
123	Hand2mind, Inc.	hand2mind Math, 7	Supplemental English Mathematics	100%	N/A	137	154	89%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
124	Hand2mind, Inc.	hand2mind Math, 8	Supplemental English Mathematics	100%	N/A	137	154	89%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
125	Hand2mind, Inc.	hand2mind Math, Algebra I	Supplemental English Mathematics	100%	N/A	139	154	90%	Flags Addressed	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
126	HMH Education Company	HMH Math 180 Flex, 3	Supplemental English Mathematics	100%	N/A	149	150	99%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	Retained on the list 3-11
127	HMH Education Company	HMH Math 180 Flex, 4	Supplemental English Mathematics	100%	N/A	149	150	99%	Flags Addressed	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	Retained on the list 3-11
128	HMH Education Company	HMH Math 180 Flex, 5	Supplemental English Mathematics	100%	N/A	149	150	99%	Flags Addressed	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	Retained on the list 3-11

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129	HMH Education Company	HMH Math 180 Flex, 6	Supplemental English Mathematics	100%	N/A	151	152	99%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	Retained on the list 3-11
130	HMH Education Company	HMH Math 180 Flex, 7	Supplemental English Mathematics	100%	N/A	151	152	99%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	Retained on the list 3-11
131	HMH Education Company	HMH Math 180 Flex, 8	Supplemental English Mathematics	100%	N/A	151	152	99%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	Retained on the list 3-11
132	HMH Education Company	HMH Math 180, 3	Supplemental English Mathematics	100%	N/A	149	150	99%	Flags Addressed	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	Retained on the list 3-11
133	HMH Education Company	HMH Math 180, 4	Supplemental English Mathematics	100%	N/A	149	150	99%	Flags Addressed	1	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	Retained on the list 3-11
134	HMH Education Company	HMH Math 180, 5	Supplemental English Mathematics	100%	N/A	149	150	99%	Flags Addressed	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	Retained on the list 3-11
135	HMH Education Company	HMH Math 180, 6	Supplemental English Mathematics	100%	N/A	151	152	99%	Flags Addressed	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	Retained on the list 3-11
136	HMH Education Company	HMH Math 180, 7	Supplemental English Mathematics	100%	N/A	151	152	99%	Flags Addressed	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	Retained on the list 3-11
137	HMH Education Company	HMH Math 180, 8	Supplemental English Mathematics	100%	N/A	151	152	99%	Flags Addressed	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	Retained on the list 3-11
138	IXL Learning, Inc.	IXL Math, K	Supplemental English Mathematics	100%	N/A	128	154	83%	Flags Addressed	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	No	
139	IXL Learning, Inc.	IXL Math, 1	Supplemental English Mathematics	100%	N/A	128	154	83%	Flags Addressed	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	No	
140	IXL Learning, Inc.	IXL Math, 2	Supplemental English Mathematics	100%	N/A	128	154	83%	Flags Addressed	4	Flags Not in Report	Not Applicable	YES	Approve	Approved list	No	
141	IXL Learning, Inc.	IXL Math, 3	Supplemental English Mathematics	100%	N/A	130	154	84%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	No	
142	IXL Learning, Inc.	IXL Math, 4	Supplemental English Mathematics	100%	N/A	130	154	84%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	No	
143	IXL Learning, Inc.	IXL Math, 5	Supplemental English Mathematics	100%	N/A	130	154	84%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	No	
144	IXL Learning, Inc.	IXL Math, 6	Supplemental English Mathematics	100%	N/A	123	156	79%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	No	
145	IXL Learning, Inc.	IXL Math, 7	Supplemental English Mathematics	100%	N/A	123	156	79%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	No	
146	IXL Learning, Inc.	IXL Math, 8	Supplemental English Mathematics	100%	N/A	123	156	79%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	No	
147	IXL Learning, Inc.	IXL Math, Algebra I	Supplemental English Mathematics	100%	N/A	109	156	70%	Flags Addressed	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	No	
148	IXL Learning, Inc.	IXL Math, Algebra II	Supplemental English Mathematics	100%	N/A	109	156	70%	Flags Addressed	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	No	
149	IXL Learning, Inc.	IXL Math, Geometry	Supplemental English Mathematics	100%	N/A	109	156	70%	Flags Addressed	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	No	
150	IXL Learning, Inc.	IXL Math, Precalculus	Supplemental English Mathematics	100%	N/A	101	156	65%	Flags Addressed	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	No	
151	Great Minds PBC + Zearn	Math Catalyst Texas + Zearn Math for Texas, K	Supplemental English Mathematics	100%	N/A	160	165	97%	Flags Addressed	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
152	Great Minds PBC + Zearn	Math Catalyst Texas + Zearn Math for Texas, 1	Supplemental English Mathematics	100%	N/A	160	165	97%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
153	Great Minds PBC + Zearn	Math Catalyst Texas + Zearn Math for Texas, 2	Supplemental English Mathematics	100%	N/A	160	165	97%	Flags Addressed	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
154	Great Minds PBC + Zearn	Math Catalyst Texas + Zearn Math for Texas, 3	Supplemental English Mathematics	100%	N/A	160	165	97%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
155	Great Minds PBC + Zearn	Math Catalyst Texas + Zearn Math for Texas, 4	Supplemental English Mathematics	100%	N/A	160	165	97%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
156	Great Minds PBC + Zearn	Math Catalyst Texas + Zearn Math for Texas, 5	Supplemental English Mathematics	100%	N/A	159	165	96%	Flags Addressed	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
157	Great Minds PBC	Math Catalyst Texas, K	Supplemental English Mathematics	100%	N/A	127	152	84%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
158	Great Minds PBC	Math Catalyst Texas, 1	Supplemental English Mathematics	100%	N/A	127	152	84%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
159	Great Minds PBC	Math Catalyst Texas, 2	Supplemental English Mathematics	100%	N/A	127	152	84%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
160	Great Minds PBC	Math Catalyst Texas, 3	Supplemental English Mathematics	100%	N/A	138	152	91%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
161	Great Minds PBC	Math Catalyst Texas, 4	Supplemental English Mathematics	100%	N/A	138	152	91%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
162	Great Minds PBC	Math Catalyst Texas, 5	Supplemental English Mathematics	100%	N/A	137	152	90%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
163	Accelerate Learning Inc.	Math Nation+, 6	Supplemental English Mathematics	100%	N/A	134	161	83%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
164	Accelerate Learning Inc.	Math Nation+, 7	Supplemental English Mathematics	100%	N/A	134	161	83%	Flags Not in Report	1	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
165	Accelerate Learning Inc.	Math Nation+, 8	Supplemental English Mathematics	100%	N/A	134	161	83%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	

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166	Accelerate Learning Inc.	Math Nation+, Algebra I	Supplemental English Mathematics	100%	N/A	134	161	83%	Flags Addressed	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
167	Accelerate Learning Inc.	Math Nation+, Algebra II	Supplemental English Mathematics	100%	N/A	134	161	83%	Flags Addressed	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
168	Accelerate Learning Inc.	Math Nation+, Geometry	Supplemental English Mathematics	100%	N/A	134	161	83%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
169	Perfection Learning Corporation	Measuring Up to the TEKS, 3	Supplemental English Mathematics	100%	N/A	126	159	79%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	No	
170	Perfection Learning Corporation	Measuring Up to the TEKS, 4	Supplemental English Mathematics	100%	N/A	126	159	79%	Flags Addressed	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	No	
171	Perfection Learning Corporation	Measuring Up to the TEKS, 5	Supplemental English Mathematics	100%	N/A	126	159	79%	Flags Addressed	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	No	
172	Progress Learning LLC	Progress Learning LLC Math, 3	Supplemental English Mathematics	100%	N/A	153	159	96%	Flags Not in Report	1	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
173	Progress Learning LLC	Progress Learning LLC Math, 4	Supplemental English Mathematics	100%	N/A	153	159	96%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
174	Progress Learning LLC	Progress Learning LLC Math, 5	Supplemental English Mathematics	100%	N/A	153	159	96%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
175	Progress Learning LLC	Progress Learning LLC Math, 6	Supplemental English Mathematics	100%	N/A	154	161	96%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
176	Progress Learning LLC	Progress Learning LLC Math, 7	Supplemental English Mathematics	100%	N/A	154	161	96%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
177	Progress Learning LLC	Progress Learning LLC Math, 8	Supplemental English Mathematics	100%	N/A	154	161	96%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
178	Progress Learning LLC	Progress Learning LLC Math, Algebra I	Supplemental English Mathematics	100%	N/A	149	161	93%	Flags Addressed	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
179	Progress Learning LLC	Progress Learning LLC Math, Algebra II	Supplemental English Mathematics	100%	N/A	149	161	93%	Flags Addressed	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
180	Progress Learning LLC	Progress Learning LLC Math, Geometry	Supplemental English Mathematics	100%	N/A	151	161	94%	Flags Addressed	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
181	Curriculum Associates, LLC	Ready Mathematics, K	Supplemental English Mathematics	100%	N/A	133	152	88%	Flags Addressed	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
182	Curriculum Associates, LLC	Ready Mathematics Texas, 1	Supplemental English Mathematics	100%	N/A	137	152	90%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
183	Curriculum Associates, LLC	Ready Mathematics Texas, 2	Supplemental English Mathematics	100%	N/A	137	152	90%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
184	Curriculum Associates, LLC	Ready Mathematics Texas, 3	Supplemental English Mathematics	100%	N/A	137	152	90%	Flags Not in Report	4	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
185	Curriculum Associates, LLC	Ready Mathematics Texas, 4	Supplemental English Mathematics	100%	N/A	137	152	90%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
186	Curriculum Associates, LLC	Ready Mathematics Texas, 5	Supplemental English Mathematics	100%	N/A	137	152	90%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
187	Curriculum Associates, LLC	Ready Mathematics Texas, 6	Supplemental English Mathematics	100%	N/A	141	154	92%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
188	Curriculum Associates, LLC	Ready Mathematics Texas, 7	Supplemental English Mathematics	100%	N/A	141	154	92%	Flags Addressed	2	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
189	Curriculum Associates, LLC	Ready Mathematics Texas, 8	Supplemental English Mathematics	100%	N/A	141	154	92%	Flags Addressed	1	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
190	MIND Education	ST Math Texas, K	Supplemental English Mathematics	100%	N/A	124	154	81%	Flags Addressed	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
191	MIND Education	ST Math Texas, 1	Supplemental English Mathematics	100%	N/A	124	154	81%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
192	MIND Education	ST Math Texas, 2	Supplemental English Mathematics	100%	N/A	129	154	84%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
193	MIND Education	ST Math Texas, 3	Supplemental English Mathematics	100%	N/A	133	154	86%	Flags Addressed	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
194	MIND Education	ST Math Texas, 4	Supplemental English Mathematics	100%	N/A	133	154	86%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
195	MIND Education	ST Math Texas, 5	Supplemental English Mathematics	100%	N/A	133	154	86%	Flags Addressed	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
196	Accelerate Learning Inc.	STEMscopes Math Pulse, K	Supplemental English Mathematics	100%	N/A	153	159	96%	Flags Addressed	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	No	
197	Accelerate Learning Inc.	STEMscopes Math Pulse, 1	Supplemental English Mathematics	100%	N/A	153	159	96%	Flags Addressed	2	Flags Not in Report	Not Applicable	YES	Approve	Approved list	No	
198	Accelerate Learning Inc.	STEMscopes Math Pulse, 2	Supplemental English Mathematics	100%	N/A	153	159	96%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	No	
199	Accelerate Learning Inc.	STEMscopes Math Pulse, 3	Supplemental English Mathematics	100%	N/A	153	159	96%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	No	
200	Accelerate Learning Inc.	STEMscopes Math Pulse, 4	Supplemental English Mathematics	100%	N/A	153	159	96%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	No	
201	Accelerate Learning Inc.	STEMscopes Math Pulse, 5	Supplemental English Mathematics	100%	N/A	153	159	96%	Flags Not in Report	1	Flags Not in Report	Not Applicable	YES	Approve	Approved list	No	
202	Accelerate Learning Inc.	STEMscopes Math Pulse, 6	Supplemental English Mathematics	100%	N/A	155	161	96%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	No	

List of Materials Recommended by the COFB for Approval

ID	Publisher Name	Product Title	Subject	Standards: TEKS	Standards: ELPS	Quality Rating: Total Score	Quality Rating: Points Possible	Quality Rating: Percent	Suitability Non-Compliance Flags Addressed	Suitability Excellence Category 2	Three-Cueing Compliance FINAL	Phonics Rule Compliance	Eligible for Approval by SBOE?	CMM Recommend?	Tuesday COFB Action	Required to be reviewed by SBOE?	SBOE Action
203	Zearn	Zearn Math for Texas, K	Supplemental English Mathematics	100%	N/A	140	150	93%	Flags Addressed	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	No	
204	Zearn	Zearn Math for Texas, 1	Supplemental English Mathematics	100%	N/A	140	150	93%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	No	
205	Zearn	Zearn Math for Texas, 2	Supplemental English Mathematics	100%	N/A	140	150	93%	Flags Addressed	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	No	
206	Zearn	Zearn Math for Texas, 3	Supplemental English Mathematics	100%	N/A	140	150	93%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	No	
207	Zearn	Zearn Math for Texas, 4	Supplemental English Mathematics	100%	N/A	140	150	93%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	No	
208	Zearn	Zearn Math for Texas, 5	Supplemental English Mathematics	100%	N/A	140	150	93%	Flags Addressed	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	No	
209	Accelerate Learning Inc.	STEMscopes Math Pulse (Spanish), K	Supplemental Spanish Mathematics	100%	N/A	146	152	96%	Flags Addressed	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
210	Renaissance Learning, Inc.	Freckle for Math (Spanish), 5	Supplemental Spanish Mathematics	100%	N/A	118	147	80%	Flags Not in Report	1	Not Applicable	Not Applicable	YES	Approve	Approved list	Yes	
211	Renaissance Learning, Inc.	Freckle for Math (Spanish), 6	Supplemental Spanish Mathematics	100%	N/A	118	149	79%	Flags Not in Report	0	Not Applicable	Not Applicable	YES	Approve	Approved list	Yes	
212	Accelerate Learning Inc.	STEMscopes Math Pulse (Spanish), 1	Supplemental Spanish Mathematics	100%	N/A	146	152	96%	Flags Addressed	1	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
213	Accelerate Learning Inc.	STEMscopes Math Pulse (Spanish), 2	Supplemental Spanish Mathematics	100%	N/A	146	152	96%	Flags Addressed	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
214	Accelerate Learning Inc.	STEMscopes Math Pulse (Spanish), 3	Supplemental Spanish Mathematics	100%	N/A	146	152	96%	Flags Addressed	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
215	Accelerate Learning Inc.	STEMscopes Math Pulse (Spanish), 4	Supplemental Spanish Mathematics	100%	N/A	146	152	96%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
216	Accelerate Learning Inc.	STEMscopes Math Pulse (Spanish), 5	Supplemental Spanish Mathematics	100%	N/A	146	152	96%	Flags Not in Report	1	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
217	Accelerate Learning Inc.	STEMscopes Math Pulse (Spanish), 6	Supplemental Spanish Mathematics	100%	N/A	148	154	96%	Flags Not in Report	2	Flags Not in Report	Not Applicable	YES	Approve	Approved list	Yes	
218	Lowman Education, LLC	Lowman Education RLA, 6	English Language Arts and Reading	100%	100%	221	238	93%	Flags Not in Report	10	Not Applicable	Not Applicable	YES	No Action	Approved list	Yes	
219	Hand2mind, Inc.	hand2mind Guided Phonics Beyond Focus, K	English Phonics	100%	N/A	174	207	84%	Flags Not in Report	3	Flags Not in Report	Compliant	YES	No Action	Approved list	Yes	
220	Hand2mind, Inc.	hand2mind Guided Phonics Beyond Focus, 1	English Phonics	100%	N/A	175	220	80%	Flags Not in Report	3	Flags Not in Report	Compliant	YES	No Action	Approved list	Yes	
222	Hand2mind, Inc.	hand2mind Guided Phonics Beyond Focus, 2	English Phonics	100%	N/A	188	237	79%	Flags Not in Report	3	Flags Not in Report	Compliant	YES	No Action	Approved list	Yes	
223	Kiddom, Inc.	Kiddom Texas Math, 7	English Mathematics	100%	100%	142	163	87%	Flags Addressed	3	Flags Not in Report	Not Applicable	YES	No Action	Approved list	Yes	
224	Kiddom, Inc.	Kiddom Texas Math, 8	English Mathematics	100%	100%	144	163	88%	Flags Addressed	4	Flags Not in Report	Not Applicable	YES	No Action	Approved list	Yes	
226	Kiddom, Inc.	Kiddom Texas Math, Algebra II	English Mathematics	100%	100%	142	163	87%	Flags Addressed	3	Flags Not in Report	Not Applicable	YES	No Action	Approved list	Yes	
227	Carnegie Learning, Inc.	Carnegie Supplemental Math, 6	Supplemental English Mathematics	100%	N/A	88	156	56%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	No Action	Approved list	No	
228	Carnegie Learning, Inc.	Carnegie Supplemental Math, 7	Supplemental English Mathematics	100%	N/A	87	156	56%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	No Action	Approved list	No	
229	Carnegie Learning, Inc.	Carnegie Supplemental Math, 8	Supplemental English Mathematics	100%	N/A	86	156	55%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	No Action	Approved list	No	
230	Carnegie Learning, Inc.	Carnegie Supplemental Math, Algebra I	Supplemental English Mathematics	100%	N/A	85	156	54%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	No Action	Approved list	No	
231	Carnegie Learning, Inc.	Carnegie Supplemental Math, Algebra II	Supplemental English Mathematics	100%	N/A	82	156	53%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	No Action	Approved list	No	
232	Carnegie Learning, Inc.	Carnegie Supplemental Math, Geometry	Supplemental English Mathematics	100%	N/A	84	156	54%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	No Action	Approved list	No	
243	Lowman Education, LLC	Lowman Education Math, 3	Supplemental English Mathematics	100%	N/A	125	152	82%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	No Action	Approved list	Yes	
244	Lowman Education, LLC	Lowman Education Math, 4	Supplemental English Mathematics	100%	N/A	126	152	83%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	No Action	Approved list	Yes	
245	Lowman Education, LLC	Lowman Education Math, 5	Supplemental English Mathematics	100%	N/A	138	152	91%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	No Action	Approved list	Yes	
246	Lowman Education, LLC	Lowman Education Math, 6	Supplemental English Mathematics	100%	N/A	129	154	84%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	No Action	Approved list	Yes	
247	Lowman Education, LLC	Lowman Education Math, 7	Supplemental English Mathematics	100%	N/A	129	154	84%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	No Action	Approved list	Yes	
248	Lowman Education, LLC	Lowman Education Math, 8	Supplemental English Mathematics	100%	N/A	141	154	92%	Flags Not in Report	0	Flags Not in Report	Not Applicable	YES	No Action	Approved list	Yes	
249	Lowman Education, LLC	Lowman Education Math, Algebra I	Supplemental English Mathematics	100%	N/A	128	154	83%	Flags Addressed	52	Flags Not in Report	Not Applicable	YES	No Action	Approved list	Yes	
258	Carnegie Learning, Inc.	Carnegie Supplemental Math (Spanish), 6	Supplemental Spanish Mathematics	100%	N/A	87	149	58%	Flags Not in Report	1	Flags Not in Report	Not Applicable	YES	No Action	Approved list	No	

List of Materials Recommended by the COFB for Rejection

ID	Publisher Name	Product Title	Subject	Standards: TEKS	Standards: ELPS	Quality Rating: Total Score	Quality Rating: Points Possible	Quality Rating: Percent	Suitability Non-Compliance Flags Addressed	Suitability Excellence Category 2	Three-Cueing Compliance FINAL	Phonics Rule Compliance	Eligible for Approval by SBOE?	CMM Recommend?	Tuesday COFB Action	Required to be reviewed by SBOE?
264	Spalding Education International	The Writing Road to Reading, 4	English Language Arts and Reading	53.97%	7.69%	162	287	56%	Flags Not in Report	1	Not Applicable	Not Applicable	NO TEKS threshold not met NO ELPS threshold not met	Reject	Proposed Rejected List	Yes
265	Spalding Education International	The Writing Road to Reading, 5	English Language Arts and Reading	52.38%	30.77%	163	287	57%	Flags Addressed	10	Not Applicable	Not Applicable	NO TEKS threshold not met NO ELPS threshold not met	Reject	Proposed Rejected List	Yes
266	Spalding Education International	The Writing Road to Reading, 6	English Language Arts and Reading	33.33%	57.69%	123	238	52%	Flags Addressed	6	Not Applicable	Not Applicable	NO TEKS threshold not met NO ELPS threshold not met	Reject	Proposed Rejected List	Yes
277	Essentials Skills Software Inc.	Phonemic Awareness, K	English Phonics	0%	N/A	16	207	8%	Flags Not in Report	0	Flags Not in Report	Noncompliant	NO TEKS threshold not met NO Phonics rule noncompliance NO Missing Suitability Excellence flags	Reject	Proposed Rejected List	Yes
278	Essentials Skills Software Inc.	Phonemic Awareness, 1	English Phonics	0%	N/A	15	220	7%	Flags Not in Report	0	Flags Not in Report	Noncompliant	NO TEKS threshold not met NO Phonics rule noncompliance NO Missing Suitability Excellence flags	Reject	Proposed Rejected List	Yes
279	Essentials Skills Software Inc.	Phonemic Awareness, 2	English Phonics	0%	N/A	15	237	6%	Flags Not in Report	0	Flags Not in Report	Noncompliant	NO TEKS threshold not met NO Phonics rule noncompliance NO Missing Suitability Excellence flags	Reject	Proposed Rejected List	Yes
280	Essentials Skills Software Inc.	Super Phonics Level 2, 2	English Phonics	70.37%	N/A	26	237	11%	Flags Not in Report	0	Flags Not in Report	Noncompliant	NO TEKS threshold not met NO Phonics rule noncompliance NO Missing Suitability Excellence flags	Reject	Proposed Rejected List	Yes
281	Essentials Skills Software Inc.	Super Phonics Level 2, 3	English Phonics	71.43%	N/A	26	219	12%	Flags Not in Report	0	Flags Not in Report	Noncompliant	NO TEKS threshold not met NO Phonics rule noncompliance NO Missing Suitability Excellence flags	Reject	Proposed Rejected List	Yes
282	Essentials Skills Software Inc.	Super Phonics, K	English Phonics	44.44%	N/A	27	207	13%	Flags Addressed	0	Flags Not in Report	Noncompliant	NO TEKS threshold not met NO Phonics rule noncompliance NO Missing Suitability Excellence flags	Reject	Proposed Rejected List	Yes
283	Essentials Skills Software Inc.	Super Phonics, 1	English Phonics	64.29%	N/A	29	220	13%	Flags Addressed	0	Flags Not in Report	Noncompliant	NO TEKS threshold not met NO Phonics rule noncompliance NO Missing Suitability Excellence flags	Reject	Proposed Rejected List	Yes
284	Essentials Skills Software Inc.	Super Phonics, 2	English Phonics	37.96%	N/A	31	237	13%	Flags Addressed	1	Flags Not in Report	Noncompliant	NO TEKS threshold not met NO Phonics rule noncompliance	Reject	Proposed Rejected List	Yes
285	Spalding Education International	The Writing Road to Reading, K	English Phonics	100%	N/A	75	207	36%	Flags Addressed	4	Flags Not in Report	Noncompliant	NO Phonics rule noncompliance	Reject	Proposed Rejected List	Yes
286	Spalding Education International	The Writing Road to Reading, 1	English Phonics	100%	N/A	72	220	33%	Flags Addressed	2	Flags Not in Report	Noncompliant	NO Phonics rule noncompliance	Reject	Proposed Rejected List	Yes
287	Spalding Education International	The Writing Road to Reading, 2	English Phonics	50%	N/A	73	237	31%	Flags Not in Report	9	Flags Not in Report	Noncompliant	NO TEKS threshold not met NO Phonics rule noncompliance	Reject	Proposed Rejected List	Yes
288	Spalding Education International	The Writing Road to Reading, 3	English Phonics	44.64%	N/A	129	219	59%	Flags Not in Report	3	Flags Not in Report	Noncompliant	NO TEKS threshold not met NO Phonics rule noncompliance	Reject	Proposed Rejected List	Yes
289	Heinemann, a division of Greenwood Publishing	Units of Study 2023 Bundle, K	English Phonics	13.89%	N/A	83	207	40%	Flags NOT Addressed	0	Flags in Report	Noncompliant	NO TEKS threshold not met NO Phonics rule noncompliance NO Missing Suitability Excellence flags	Reject	Proposed Rejected List	Yes
290	Heinemann, a division of Greenwood Publishing	Units of Study 2015, 3	English Phonics	1.76%	N/A	53	219	24%	Flags NOT Addressed	0	Flags in Report	Noncompliant	NO TEKS threshold not met NO Phonics rule noncompliance NO Missing Suitability Excellence flags	Reject	Proposed Rejected List	Yes

List of Materials Recommended by the COFB for Rejection

ID	Publisher Name	Product Title	Subject	Standards: TEKS	Standards: ELPS	Quality Rating: Total Score	Quality Rating: Points Possible	Quality Rating: Percent	Suitability Non-Compliance Flags Addressed	Suitability Excellence Category 2	Three-Cueing Compliance FINAL	Phonics Rule Compliance	Eligible for Approval by SBOE?	CMM Recommend?	Tuesday COFB Action	Required to be reviewed by SBOE?
291	Heinemann, a division of Greenwood Publishing	Units of Study 2023 Bundle, 1	English Phonics	71.43%	N/A	79	220	36%	Flags NOT Addressed	0	Flags in Report	Noncompliant	NO TEKS threshold not met NO Phonics rule noncompliance NO Missing Suitability Excellence flags	Reject	Proposed Rejected List	Yes
292	Heinemann, a division of Greenwood Publishing	Units of Study 2023 Bundle, 2	English Phonics	38.89%	N/A	69	237	29%	Flags Not in Report	0	Flags in Report	Noncompliant	NO TEKS threshold not met NO Phonics rule noncompliance NO Missing Suitability Excellence flags	Reject	Proposed Rejected List	Yes
293	Heinemann, a division of Greenwood Publishing	Units of Study in Phonics, K	English Phonics	80.56%	N/A	118	207	57%	Flags NOT Addressed	0	Flags in Report	Noncompliant	NO TEKS threshold not met NO Phonics rule noncompliance NO Missing Suitability Excellence flags	Reject	Proposed Rejected List	Yes
294	Heinemann, a division of Greenwood Publishing	Units of Study in Phonics, 1	English Phonics	90%	N/A	101	220	46%	Flags NOT Addressed	0	Flags in Report	Noncompliant	NO TEKS threshold not met NO Phonics rule noncompliance NO Missing Suitability Excellence flags	Reject	Proposed Rejected List	Yes
295	Heinemann, a division of Greenwood Publishing	Units of Study in Phonics, 2	English Phonics	70.37%	N/A	109	237	46%	Flags NOT Addressed	0	Flags Not in Report	Noncompliant	NO TEKS threshold not met NO Phonics rule noncompliance NO Missing Suitability Excellence flags	Reject	Proposed Rejected List	Yes
296	ONO LEARNING LLC	Spanish Ono Pro Program, K	Spanish Phonics	100%	N/A	7	182	4%	Flags Addressed	5	Flags Not in Report	Noncompliant	NO Phonics rule noncompliance	Reject	Proposed Rejected List	Yes
297	ONO LEARNING LLC	Spanish Ono Pro Program, 1	Spanish Phonics	100%	N/A	7	176	4%	Flags Not in Report	5	Flags Not in Report	Noncompliant	NO Phonics rule noncompliance	Reject	Proposed Rejected List	Yes
298	ONO LEARNING LLC	Spanish Ono Pro Program, 2	Spanish Phonics	100%	N/A	7	164	4%	Flags Addressed	3	Flags Not in Report	Noncompliant	NO Phonics rule noncompliance	Reject	Proposed Rejected List	Yes
299	ONO LEARNING LLC	Spanish Ono Pro Program, 3	Spanish Phonics	100%	N/A	8	190	4%	Flags Addressed	2	Flags Not in Report	Noncompliant	NO Phonics rule noncompliance	Reject	Proposed Rejected List	Yes
300	Cengage Learning, Inc.	Cengage Learning, Mathematical Models with Applications	English Mathematics	75.68%	23.08%	51	163	31%	Flags Addressed	4	Flags Not in Report	Not Applicable	NO TEKS threshold not met NO ELPS threshold not met	Reject	Proposed Rejected List	Yes
301	Essentials Skills Software Inc.	Complete Math, K	Supplemental English Mathematics	52.27%	N/A	6	154	4%	Flags Addressed	0	Flags Not in Report	Not Applicable	NO TEKS threshold not met	Reject	Proposed Rejected List	Yes
302	Essentials Skills Software Inc.	Complete Math, 1	Supplemental English Mathematics	50%	N/A	6	154	4%	Flags Addressed	0	Flags Not in Report	Not Applicable	NO TEKS threshold not met	Reject	Proposed Rejected List	Yes
303	Essentials Skills Software Inc.	Complete Math, 2	Supplemental English Mathematics	46.99%	N/A	6	154	4%	Flags Addressed	0	Flags Not in Report	Not Applicable	NO TEKS threshold not met	Reject	Proposed Rejected List	Yes
304	Essentials Skills Software Inc.	Complete Math, 3	Supplemental English Mathematics	9.52%	N/A	6	154	4%	Flags Addressed	0	Flags Not in Report	Not Applicable	NO TEKS threshold not met	Reject	Proposed Rejected List	Yes
305	Essentials Skills Software Inc.	Complete Spanish Math, K	Supplemental Spanish Mathematics	63.64%	N/A	6	147	4%	Flags Addressed	0	Flags Not in Report	Not Applicable	NO TEKS threshold not met	Reject	Proposed Rejected List	No
306	Essentials Skills Software Inc.	Complete Spanish Math, 1	Supplemental Spanish Mathematics	67.57%	N/A	6	147	4%	Flags Not in Report	0	Flags Not in Report	Not Applicable	NO TEKS threshold not met	Reject	Proposed Rejected List	No
307	Essentials Skills Software Inc.	Complete Spanish Math, 2	Supplemental Spanish Mathematics	68.67%	N/A	6	147	4%	Flags Addressed	0	Flags Not in Report	Not Applicable	NO TEKS threshold not met	Reject	Proposed Rejected List	No
308	Essentials Skills Software Inc.	Complete Spanish Math, 3	Supplemental Spanish Mathematics	11.9%	N/A	6	147	4%	Flags Addressed	0	Flags Not in Report	Not Applicable	NO TEKS threshold not met	Reject	Proposed Rejected List	No

List of Materials Recommended by the COFB for No Action

ID	Publisher Name	Product Title	Subject	Standards: TEKS	Standards: ELPS	Quality Rating: Total Score	Quality Rating: Points Possible	Quality Rating: Percent	Suitability Non-Compliance Flags Addressed	Suitability Excellence Category 2	Three-Cueing Compliance FINAL	Phonics Rule Compliance	Eligible for Approval by SBOE?	CMM Recommend?	Tuesday COFB Action	Required to be reviewed by SBOE?	SBOE Action
271	Hand2mind, Inc.	hand2mind Phonics Intervention, K	English Phonics	100%	N/A	154	207	74%	Flags Not in Report	1	Flags Resolved	Noncompliant	NO Phonics rule noncompliance	Reject	Contingent No Action	Yes	
272	Hand2mind, Inc.	hand2mind Phonics Intervention, 1	English Phonics	100%	N/A	171	220	78%	Flags Not in Report	2	Flags Resolved	Noncompliant	NO Phonics rule noncompliance	Reject	Contingent No Action	Yes	
273	Hand2mind, Inc.	hand2mind Phonics Intervention, 2	English Phonics	100%	N/A	182	237	77%	Flags Not in Report	4	Flags Not in Report	Noncompliant	NO Phonics rule noncompliance	Reject	No action	Yes	
274	Hand2mind, Inc.	hand2mind Phonics Toolkit, K	English Phonics	100%	N/A	133	207	64%	Flags Not in Report	2	Flags Not in Report	Noncompliant	NO Phonics rule noncompliance	Reject	No action	Yes	
275	Hand2mind, Inc.	hand2mind Phonics Toolkit, 1	English Phonics	100%	N/A	132	220	60%	Flags Not in Report	3	Flags Not in Report	Noncompliant	NO Phonics rule noncompliance	Reject	No action	Yes	
276	Hand2mind, Inc.	hand2mind Phonics Toolkit, 2	English Phonics	100%	N/A	142	237	60%	Flags Not in Report	2	Flags Not in Report	Noncompliant	NO Phonics rule noncompliance	Reject	No action	Yes	
221	Kiddom, Inc.	Kiddom Texas Math, 6	English Mathematics	67.80%	100%	144	163	88%	Flags Addressed	6	Flags Not in Report	Not Applicable	NO TEKS threshold not met NO ELPS threshold not met	No Action	No action	Yes	
225	Kiddom, Inc.	Kiddom Texas Math, Algebra I	English Mathematics	41.07%	100%	142	163	87%	Flags Addressed	3	Flags Not in Report	Not Applicable	NO TEKS threshold not met	No Action	No action	Yes	
233	Edmentum, Inc.	Exact Path Mathematics, 6	Supplemental English Mathematics	50.00%	N/A	131	156	84%	Flags Not in Report	0	Flags Not in Report	Not Applicable	NO TEKS threshold not met	No Action	No action	No	
234	Edmentum, Inc.	Exact Path Mathematics, 7	Supplemental English Mathematics	72.09%	N/A	125	156	80%	Flags Not in Report	0	Flags Not in Report	Not Applicable	NO TEKS threshold not met	No Action	No action	No	
235	Edmentum, Inc.	Exact Path Mathematics, 8	Supplemental English Mathematics	60.71%	N/A	125	156	80%	Flags Not in Report	0	Flags Not in Report	Not Applicable	NO TEKS threshold not met	No Action	No action	No	
236	Renaissance Learning, Inc.	Freckle for Math, K	Supplemental English Mathematics	66.77%	N/A	100	154	65%	Flags Addressed	0	Flags Not in Report	Not Applicable	NO TEKS threshold not met	No Action	No action	Yes	
237	Renaissance Learning, Inc.	Freckle for Math, 1	Supplemental English Mathematics	95.71%	N/A	118	154	77%	Flags Not in Report	1	Flags Not in Report	Not Applicable	NO TEKS threshold not met	No Action	No action	Yes	
238	Renaissance Learning, Inc.	Freckle for Math, 2	Supplemental English Mathematics	86.05%	N/A	118	154	77%	Flags Not in Report	0	Flags Not in Report	Not Applicable	NO TEKS threshold not met	No Action	No action	Yes	
239	Renaissance Learning, Inc.	Freckle for Math, 3	Supplemental English Mathematics	72.88%	N/A	118	154	77%	Flags Addressed	0	Flags Not in Report	Not Applicable	NO TEKS threshold not met	No Action	No action	Yes	
240	Renaissance Learning, Inc.	Freckle for Math, 4	Supplemental English Mathematics	88.37%	N/A	118	154	77%	Flags Addressed	2	Flags Not in Report	Not Applicable	NO TEKS threshold not met	No Action	No action	Yes	
241	Renaissance Learning, Inc.	Freckle for Math, 5	Supplemental English Mathematics	82.08%	N/A	118	154	77%	Flags Not in Report	3	Flags Not in Report	Not Applicable	NO TEKS threshold not met	No Action	No action	Yes	
242	Renaissance Learning, Inc.	Freckle for Math, 6	Supplemental English Mathematics	88.39%	N/A	118	156	76%	Flags Addressed	0	Flags Not in Report	Not Applicable	NO TEKS threshold not met	No Action	No action	Yes	
250	Renaissance Learning, Inc.	Nearpod Instructional Suite, 1	Supplemental English Mathematics	91.72%	N/A	84	159	53%	Flags Addressed	0	Flags Not in Report	Not Applicable	NO TEKS threshold not met	No Action	No action	Yes	
251	Renaissance Learning, Inc.	Nearpod Instructional Suite, 2	Supplemental English Mathematics	78.29%	N/A	84	159	53%	Flags Addressed	0	Flags Not in Report	Not Applicable	NO TEKS threshold not met	No Action	No action	Yes	
252	Renaissance Learning, Inc.	Nearpod Instructional Suite, 3	Supplemental English Mathematics	68.81%	N/A	80	159	50%	Flags Addressed	4	Flags Not in Report	Not Applicable	NO TEKS threshold not met	No Action	No action	Yes	
253	Renaissance Learning, Inc.	Nearpod Instructional Suite, 4	Supplemental English Mathematics	75.5%	N/A	80	159	50%	Flags Addressed	0	Flags Not in Report	Not Applicable	NO TEKS threshold not met	No Action	No action	Yes	
254	Renaissance Learning, Inc.	Nearpod Instructional Suite, 5	Supplemental English Mathematics	84.68%	N/A	80	159	50%	Flags Addressed	0	Flags Not in Report	Not Applicable	NO TEKS threshold not met	No Action	No action	Yes	
255	Renaissance Learning, Inc.	Nearpod Instructional Suite, 6	Supplemental English Mathematics	54.65%	N/A	84	161	52%	Flags Not in Report	0	Flags Not in Report	Not Applicable	NO TEKS threshold not met	No Action	No action	Yes	
256	Renaissance Learning, Inc.	Nearpod Instructional Suite, 7	Supplemental English Mathematics	71.74%	N/A	84	161	52%	Flags Addressed	0	Flags Not in Report	Not Applicable	NO TEKS threshold not met	No Action	No action	Yes	
257	Renaissance Learning, Inc.	Nearpod Instructional Suite, 8	Supplemental English Mathematics	66.07%	N/A	84	161	52%	Flags Addressed	0	Flags Not in Report	Not Applicable	NO TEKS threshold not met	No Action	No action	Yes	
259	Renaissance Learning, Inc.	Freckle for Math (Spanish), K	Supplemental Spanish Mathematics	55.56%	N/A	100	147	68%	Flags Not in Report	0	Flags Not in Report	Not Applicable	NO TEKS threshold not met	No Action	No action	Yes	
260	Renaissance Learning, Inc.	Freckle for Math (Spanish), 1	Supplemental Spanish Mathematics	74.71%	N/A	118	147	80%	Flags Addressed	0	Flags Not in Report	Not Applicable	NO TEKS threshold not met	No Action	No action	Yes	
261	Renaissance Learning, Inc.	Freckle for Math (Spanish), 2	Supplemental Spanish Mathematics	72.15%	N/A	118	147	80%	Flags Not in Report	0	Flags Not in Report	Not Applicable	NO TEKS threshold not met	No Action	No action	Yes	
262	Renaissance Learning, Inc.	Freckle for Math (Spanish), 3	Supplemental Spanish Mathematics	57.94%	N/A	118	147	80%	Flags Not in Report	0	Flags Not in Report	Not Applicable	NO TEKS threshold not met	No Action	No action	Yes	
263	Renaissance Learning, Inc.	Freckle for Math (Spanish), 4	Supplemental Spanish Mathematics	98.16%	N/A	118	147	80%	Flags Not in Report	0	Flags Not in Report	Not Applicable	NO TEKS threshold not met	No Action	No action	Yes	
267	95 Percent Group, LLC	95 Phonics Core Program, K	English Phonics	100%	N/A	179	207	86%	Flags Addressed	3	Flags Not in Report	Noncompliant	NO Phonics rule noncompliance	Reject	Proposed Rejected List	Yes	Removed from Rejected List 12-0
268	95 Percent Group, LLC	95 Phonics Core Program, 1	English Phonics	100%	N/A	191	220	87%	Flags Not in Report	7	Flags Not in Report	Noncompliant	NO Phonics rule noncompliance	Reject	Proposed Rejected List	Yes	Removed from Rejected List 12-0
269	95 Percent Group, LLC	95 Phonics Core Program, 2	English Phonics	100%	N/A	207	237	87%	Flags Not in Report	7	Flags Not in Report	Noncompliant	NO Phonics rule noncompliance	Reject	Proposed Rejected List	Yes	Removed from Rejected List 12-0
270	95 Percent Group, LLC	95 Phonics Core Program, 3	English Phonics	100%	N/A	191	219	87%	Flags Not in Report	5	Flags Not in Report	Noncompliant	NO Phonics rule noncompliance	Reject	Proposed Rejected List	Yes	Removed from Rejected List 12-0

Adopted 12-0

STATE BOARD OF EDUCATION PROCLAMATION

IMRA Cycle 2025 Proclamation for Proposed Rejected Instructional Materials

WHEREAS, the State Board of Education (SBOE) is charged under Texas Education Code (TEC) Chapter 31 with the review and adoption of instructional materials for use in Texas public schools; and

WHEREAS, Texas Education Code §31.022, as amended by House Bill (HB) 100, 89th Regular Legislature 2025, and HB 1605, 88th Regular Legislature 2023, requires the SBOE to maintain a list of rejected instructional materials and prohibits school districts and open-enrollment charter schools from purchasing, adopting, or using any instructional materials included on that list; and

WHEREAS, Subsection (b-1) of §31.022, as added by HB 100, 89th Regular Legislature 2025, directs the SBOE to issue a proclamation requesting revisions to instructional materials identified for proposed rejection not later than the 45th day before the date the Board intends to add such materials to the official list of rejected instructional materials; and

WHEREAS, the Instructional Materials Review and Approval (IMRA) process for Cycle 2025 has identified certain instructional materials that do not meet the required standards for alignment with the Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), suitability standards, quality standards, phonics rule compliance, factual accuracy, accessibility, or other criteria established by the SBOE; and

WHEREAS, the SBOE seeks to provide publishers an opportunity to correct deficiencies and ensure compliance with statutory and regulatory requirements before final Board action;

NOW, THEREFORE, BE IT PROCLAIMED THAT:

1. Publishers whose instructional materials have been placed on the *List of Proposed Rejected Instructional Materials* following IMRA Cycle 2025 shall submit required revisions to address identified deficiencies no later than **Tuesday, January 6, 2026**, to the Texas Education Agency.
2. Required revisions must:
 - Align fully with the TEKS and ELPS for the applicable subject and grade level;
 - Comply with [19 TAC §74.2001](#) relating to phonics curriculum programs, if applicable;
 - Comply with [TEC, §28.0062](#) relating to reading standards for kindergarten through third grade, if applicable;
 - Remove or replace any content deemed unsuitable under SBOE rules, including content prohibited by [TEC, §31.0211\(f\)](#) and [§31.022\(a\)](#); and
 - Include required content outlined by Section 2, Suitability Excellence Indicators, of the [Suitability Rubric](#), if applicable.
3. Each publisher must submit:

- A comprehensive revision report detailing the publisher’s proposed changes to address the identified deficiencies.
- The following updated pre-approval versions of the instructional materials that incorporate all agreed changes listed in the Individual Product Reports for review:
 1. Electronic access to all content and optional print samples for review by designated review panels;
 2. Electronic access to all content, except for answer keys and assessments for review by the public; and
 3. Electronic access to all content for review by the SBOE and print materials at the request of an SBOE member.
- 4. Failure to submit ~~satisfactory~~ revisions by the stated deadline will result in the instructional materials’ addition to the official *List of Rejected Instructional Materials*, as required by [TEC, §31.022\(a\)](#).
- 5. Publishers that submit ~~satisfactory~~ revisions by the stated deadline will have their programs re-evaluated by IMRA reviewers in the summer of 2026, with final SBOE action to determine if the revisions are satisfactory anticipated in the SBOE’s November 2026 meeting. (Hickman/Perez-Diaz) w/o
- 6. This Proclamation shall be posted on the SBOE website and distributed to all publishers participating in IMRA Cycle 2025.

Issued this 21st day of November 2025, by authority of the State Board of Education, pursuant to Texas Education Code Chapter 31.

§127.472. Introduction to Pharmacy Science (One Credit), Adopted 2025.

- (1) The student researches the history of medicine and pharmacy and how it compares to modern practices. The student is expected to:
 - (B) discuss supernatural explanations for illness and describe treatments, including herbal remedies ~~and supernatural explanations,~~ both of which that were common ~~ly~~ ~~practiced~~ prior to the Enlightenment period in Western Civilization; and

Breakouts:

- (i) discuss supernatural explanations for illness both of which were common prior to the Enlightenment period in Western Civilization; and
- (ii) describe treatments, including herbal remedies, both of which were common prior to the Enlightenment period in Western Civilization; and

Staff recommendation: Remove the highlighted amendment as it was reread.

- (B) discuss supernatural explanations for illness and describe treatments, including herbal remedies, ~~both of which~~ that were common prior to the Enlightenment period in Western Civilization; and

Breakouts:

- (i) discuss supernatural explanations for illness that were common prior to the Enlightenment period in Western Civilization; and
- (ii) describe treatments, including herbal remedies, that were common prior to the Enlightenment period in Western Civilization; and

ATTACHMENT I
Text of Proposed New 19 TAC

Chapter 127. Texas Essential Knowledge and Skills for Career Development and Career and Technical Education

Subchapter F. Business, Marketing, and Finance

§127.270. Commercial Lending and Real Estate (One Credit), Adopted 2025.

- (a) Implementation.
- (1) The provisions of this section shall be implemented by school districts beginning with the 2026-2027 school year.
 - (2) School districts shall implement the employability skills student expectations listed in §127.15(d)(2) of this chapter (relating to Career and Technical Education Employability Skills) as an integral part of this course.
- (b) General requirements. This course is recommended for students in Grades 10-12. Prerequisite: at least one credit in a Level 2 or higher course from the Business, Marketing, and Finance Career Cluster. Students shall be awarded one credit for successful completion of this course.
- (c) Introduction.
- (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Business, Marketing, and Finance Career Cluster focuses on planning, managing, organizing, directing, and evaluating business functions essential to efficient and productive business management, finance, operations, and marketing.
 - (3) Commercial Lending and Real Estate is designed to equip students with the knowledge and skills needed to excel in the field of commercial lending. Students gain an understanding of commercial lending principles and practices, develop expertise in analyzing commercial real estate properties, learn about various types of commercial loans and their underwriting processes, and explore the role of commercial lenders in driving economic development.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of related professional associations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (d) Knowledge and skills.
- (1) The student understands the fundamental concepts of commercial lending and real estate. The student is expected to:
 - (A) define commercial lending and distinguish commercial lending from residential lending;
 - (B) explain how the role of commercial lending affects economic development and the growth of the real estate market; [and]
 - (C) describe the relationship between commercial real estate and commercial lending practices ; and []
 - (D) explain the role of the U.S. Small Business Administration and their loan programs.
 - (2) The student examines different types of commercial real estate. The student is expected to:

- (A) identify and describe various types of commercial properties, including office buildings, retail centers, industrial facilities, and multifamily housing;
 - (B) analyze the unique characteristics and investment potential of each type of commercial property; and
 - (C) identify and evaluate the impact of market trends on different sectors of commercial real estate.
- (3) The student understands the processes involved in commercial lending. The student is expected to:
- (A) describe the steps involved in originating a commercial loan, including application, underwriting, and approval;
 - (B) analyze the criteria, including income, credit history, and collateral, that lenders use to assess creditworthiness of borrowers; and
 - (C) explain the role of risk assessment and mitigation in the commercial lending process.
- (4) The student uses financial analysis techniques to evaluate commercial real estate investments. The student is expected to:
- (A) calculate key financial metrics such as net operating income (NOI), cap rate, and return on investment (ROI) for a given commercial lending scenario;
 - (B) use financial modeling to project cash flows and assess the profitability of commercial real estate projects through consideration of market trends, financing options, and risk assessment; and
 - (C) analyze the impact of financing terms, interest rates, and loan structures on commercial real estate investments.
- (5) The student examines commercial lending and real estate legal and regulatory environments. The student is expected to:
- (A) identify key laws and regulations, including zoning laws, environmental regulations, and fair lending practices, that govern commercial real estate transactions;
 - (B) analyze the role of contracts in commercial real estate, including purchase agreements, lease agreements, and loan documents;
 - (C) explain the difference between surface rights and mineral rights and how they relate to commercial real estate projects; and
 - (D) identify and discuss how regulatory changes impact commercial lending and real estate markets.
- (6) The student explores the various structures and terms used in commercial loans. The student is expected to:
- (A) describe common loan structures, including fixed-rate, adjustable-rate, and interest-only loans;
 - (B) analyze the advantages and disadvantages of different loan terms, including loan-to-value ratio, origination costs, amortization period, and prepayment penalties; and
 - (C) compare creative commercial financing options such as mezzanine financing and bridge loans in commercial real estate transactions.
- (7) The student analyzes commercial real estate markets to inform investment and lending decisions. The student is expected to:
- (A) conduct market research to assess supply and demand dynamics in commercial real estate;

- (B) evaluate the impact of economic indicators, including employment and interest rates on commercial real estate markets; and
 - (C) analyze and evaluate emerging trends in commercial real estate such as urbanization and technology-driven changes.
- (8) The student understands the importance of risk management in commercial lending and real estate. The student is expected to:
- (A) identify common risks associated with commercial lending, including default risk, interest rate risk, and market risk;
 - (B) research and describe risk mitigation strategies, including diversification, insurance, and due diligence, used in commercial lending and real estate transactions; and
 - (C) evaluate the role of loan covenants, personal guarantees, cosigners, and credit enhancements in protecting lenders.
- (9) The student examines the processes involved in servicing commercial loans and managing real estate assets. The student is expected to:
- (A) describe the responsibilities of loan servicers, including payment processing, account management, and collections;
 - (B) analyze asset management strategies for maximizing the value of commercial real estate investments, including financial analysis, performance monitoring, property management, tenant relations, market analysis, strategic planning, risk management, portfolio diversification, and exit strategy planning; and
 - (C) research and describe the challenges of managing distressed assets and non-performing loans such as valuation difficulties, legal and regulatory complexities, operational challenges, market and economic factors, and reputational risks.
- (10) The student understands the principles and practices of commercial real estate development. The student is expected to:
- (A) describe the stages of commercial real estate development from site selection to project completion;
 - (B) analyze the financial, legal, and regulatory considerations of commercial development projects; and
 - (C) analyze various impacts of development on communities, including benefits and challenges.
- (11) The student identifies and understands ethical considerations in commercial lending and real estate transactions. The student is expected to:
- (A) discuss ethical issues related to lending practices, including predatory lending, conflicts of interest, and transparency, and evaluate the impact of these issues on consumers and financial institutions; and
 - (B) propose strategies for promoting integrity and ethical behavior in the commercial lending and real estate professions, including transparency, accountability, and compliance with regulations.
- (12) The student explores career opportunities in commercial lending and real estate. The student is expected to:
- (A) identify various career paths in commercial lending and real estate, including loan officers, **commercial mortgage brokers, investors,** underwriters, real estate appraisers, real estate analysts, and developers, and describe the primary responsibilities and qualifications for each role;

- (B) research and identify the education, skills, and certifications required for different roles in the industry, including loan officers, real estate appraisers, underwriters, real estate analysts, [commercial mortgage brokers](#), [investors](#), and developers; and
 - (C) develop a career plan that includes short- and long-term goals for entering and advancing in the commercial lending and real estate fields.
- (13) The student explores entrepreneurship opportunities in commercial lending and real estate. The student is expected to:
- (A) research and identify federal rules such as Consumer Financial Protection Bureau and Nationwide Multistate Licensing Systems rules and federal laws such as the Truth in Lending Act and Fair Credit Reporting Act related to owning and operating a mortgage firm;
 - (B) research and identify federal rules such as Housing Urban Development and Federal Housing Finance Agency (FHFA) rules and federal laws such as the Fair Housing Act and Equal Opportunity Act related to owning and operating a commercial real estate agency; and
 - (C) research and identify requirements for owning and operating a commercial real estate property.

ATTACHMENT II
Text of Proposed New 19 TAC

Chapter 127. Texas Essential Knowledge and Skills for Career Development and Career and Technical Education

Subchapter J. Health Science

§127.472. Introduction to Pharmacy Science (One Credit), Adopted 2025.

- (a) Implementation.
- (1) The provisions of this section shall be implemented by school districts beginning with the 2026-2027 school year.
 - (2) School districts shall implement the employability skills student expectations listed in §127.15(d)(1) of this chapter (relating to Career and Technical Education Employability Skills) as an integral part of this course.
- (b) General requirements. This course is recommended for students in Grades 9 and 10. Students shall be awarded one credit for successful completion of this course.
- (c) Introduction.
- (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.
 - (3) The Introduction to Pharmacy Science course is designed to provide an overview of the history of the pharmacy profession, legal and ethical aspects of pharmacy, and the skills necessary to work in the field of pharmacy. The course addresses certifications/registration and state and federal regulations and rules pertaining to the field. Students acquire a foundational understanding of medical terminology and math, anatomy and physiology, pathophysiology, pharmacology, and wellness as they pertain to pharmacy sciences.
 - (A) To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, and communicate effectively. Students should recognize that quality healthcare depends on the ability to work well with others.
 - (B) Professional integrity in the health science industry is dependent on acceptance of ethical responsibilities. Students employ their ethical responsibilities, recognize limitations, and understand the implications of their actions.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of related professional associations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (d) Knowledge and skills.
- (1) The student researches the history of medicine and pharmacy and how it compares to [differs-from] modern practices. The student is expected to:
 - (A) identify beliefs associated with illness and medicine from 440 BC through AD 1600;

- (B) discuss supernatural explanations for illness and describe treatments, including herbal remedies [and supernatural explanations] , that were common [commonly practiced] prior to the Enlightenment period in Western Civilization; [and]
 - (C) describe the advancements of the Enlightenment Period in Western Civilization in medical science;
 - (D) ~~(C)~~ describe eighteenth and nineteenth century medicine, including bloodletting, purging, blistering, inoculation, amputation, and surgery and how major wars influenced medicine ; and [;]
 - (E) identify the pharmacological and medical advancements in the United States of America and Texas and their benefits.
- (2) The student explains the ethical and legal responsibilities of pharmacists and pharmacy technicians. The student is expected to:
- (A) describe basic laws and regulations that govern pharmacy at the state and federal level;
 - (B) describe legal terms, including medical malpractice, negligence, mislabeling, adverse drug event (ADE), and wrongful death, and consequences associated with medication errors, including civil lawsuits, professional disciplinary action, and criminal charges, related to dispensing and compounding medications;
 - (C) differentiate between negligence, product liability, contributory negligence, and strict liability;
 - (D) differentiate between the roles and responsibilities of a pharmacist and a pharmacy technician;
 - (E) explain the role of pharmacists in managing opioid therapies, addressing misuse, and promoting safe and effective pain management;
 - (F) describe why maintaining confidentiality of patient information is vital and summarize the Health Insurance Portability and Accountability Act (HIPAA);
 - (G) identify tort law and explain how HIPAA relates to medical negligence cases; and
 - (H) define professional liability.
- (3) The student demonstrates professionalism and effectively communicates with healthcare workers and patients. The student is expected to:
- (A) define appropriate and professional attire required for laboratory work;
 - (B) describe appropriate hygiene expected of pharmaceutical professionals;
 - (C) discuss professional attitudes and behaviors expected of pharmacy employees;
 - (D) identify the key characteristics of effective and ineffective communication in pharmacy practice;
 - (E) accurately interpret, transcribe, and communicate medical vocabulary using appropriate technologies;
 - (F) identify ways to eliminate barriers to effective communication in a pharmacy setting; and
 - (G) identify communication skills needed to work with individuals who are terminally ill, intellectually disabled or hearing and vision impaired or have other impairments in a pharmacy setting.
- (4) The student examines skills, training, and certifications necessary to work in the field of pharmacy. The student is expected to:
- (A) explain how time management, stress management, and change management skills can support the ability to thrive in a continuously evolving pharmacy profession;

- (B) analyze applicability of interpersonal skills, including negotiation skills, conflict resolution, customer service, and teamwork within a pharmacy setting;
 - (C) demonstrate problem-solving skills by developing and implementing effective solutions to pharmacy challenges within a specified time frame;
 - (D) examine the minimum practice standards set by the Texas State Board of Pharmacy (TSBP) for retail and independent pharmacies and identify the similarities and differences between the two practices;
 - (E) ~~(D)~~ explain methods to maintain competency in the pharmacy industry through continuing education and continuing professional development; and
 - (F) ~~(E)~~ compare various career paths in pharmacy, including pharmacist, pharmacy technician, sales representative, and pharmaceutical research.
- (5) The student uses appropriate medical vocabulary to communicate effectively with other healthcare professionals. The student is expected to:
- (A) identify the various routes of drug medication administration, including oral, injection, topical, buccal, suppository, mucosal, intravenous, interosseous, nebulization, and intrathecal;
 - (B) differentiate between the various classes of drugs;
 - (C) define prefixes, roots, suffixes, and abbreviations common to the pharmacy profession;
 - (D) define common terms associated with pharmacology; and
 - (E) apply knowledge of word roots, prefixes, and suffixes to comprehend unfamiliar terms in pharmacy science.
- (6) The student uses mathematical calculations and systems of measurement to solve problems in pharmacy. The student is expected to:
- (A) perform medication calculations using different systems of measurement, including metric, apothecary, and household systems;
 - (B) convert units within and between the metric and imperial measurement systems;
 - (C) convert measurements between the metric, apothecary, and avoirdupois systems; and
 - (D) perform multistep ratio and proportion drug concentration problems.
- (7) The student understands the fundamental principles of human anatomy, physiology, pathophysiology, and basic pharmacology. The student is expected to:
- (A) describe the anatomy and physiology of the human body systems, including integumentary, musculoskeletal, nervous, immune, lymphatic, endocrine, cardiovascular, respiratory, gastrointestinal, renal, genitourinary, and hematological systems, and the senses;
 - (B) describe the pathophysiology of the main human body systems, including integumentary, musculoskeletal, nervous, immune, lymphatic, endocrine, cardiovascular, respiratory, gastrointestinal, renal, genitourinary, and hematological systems, and the senses; and
 - (C) identify the basic drug categories that affect each of the main human body systems, including integumentary, musculoskeletal, nervous, immune, lymphatic, endocrine, cardiovascular, respiratory, gastrointestinal, renal, genitourinary, and hematological systems, and the senses.
- (8) The student explores the application of basic wellness concepts and disease prevention strategies. The student is expected to:
- (A) describe the recommended vaccination schedule, including how to counsel on recommendations for patient populations with certain chronic illnesses;

- (B) explain vaccine exemptions, including medical, religious belief, and conscientious exemptions, and patients' rights to opt out of vaccine reporting ;
 - (C) explain standard procedures for delivery and documentation of immunizations;
 - (D) analyze and discuss data related to vaccine injuries and adverse impacts using the federal government's Vaccine Adverse Events Reporting System (VAERS);
 - (E) ~~(D)~~ analyze the effectiveness and safety of complementary and alternative medicines (CAM) such as acupuncture, acupressure, cupping, and coining and CAM's potential impact on traditional medical treatments;
 - (F) ~~(E)~~ explain the role of health screenings in maintaining a healthy population;
 - (G) ~~(F)~~ research and describe the impact of external factors such as diet, exercise, alcohol, tobacco, vaping, and drug use on patient health; and
 - (H) ~~(G)~~ explain the role of medication therapy management (MTM) in optimizing patient health and medication compliance.
- (9) The student understands pharmaceutical regulations that are enforced by state and federal agencies. The student is expected to:
- (A) define Occupational Safety and Health Administration (OSHA) requirements for prevention of exposure to hazardous substances, including risk assessment;
 - (B) define National Institute of Occupational Safety and Health (NIOSH) requirements for prevention of exposure to hazardous substances, including risk assessment;
 - (C) define United States Pharmacopeia (USP) requirements for prevention of exposure to hazardous substances, including risk assessment;
 - (D) identify hazardous medications and materials and how to safely handle, dispense, and dispose of them using information from Safety Data Sheets (SDS), NIOSH Hazardous Drug List, and USP;
 - (E) describe requirements for prevention and response to blood-borne pathogen exposure, including accidental needle stick and post-exposure prophylaxis; and
 - (F) explain OSHA Hazard Communication Standards.

§127.512. Science of Nursing (One Credit), Adopted 2025.

- (a) Implementation.
 - (1) The provisions of this section shall be implemented by school districts beginning with the 2026-2027 school year.
 - (2) School districts shall implement the employability skills student expectations listed in [§127.15\(d\)\(2\)](#) ~~[§127.15\(d\)\(1\)](#)~~ of this chapter (relating to Career and Technical Education Employability Skills) as an integral part of this course.
- (b) General requirements. This course is recommended for students in Grades 10 and 11. [Prerequisite: at least one credit in a course from the Health Science Career Cluster](#) ~~[Recommended prerequisite: Principles of Nursing Science or Principles of Health Science](#)~~ . Students shall be awarded one credit for successful completion of this course.
- (c) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

- (2) The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development.
 - (3) The Science of Nursing course introduces students to basic research-based concepts in nursing. Topics include the nursing process, regulatory agencies, professional organizations, and the importance of critical thinking in patient care. Instruction includes skills needed to pursue a nursing degree and training requirements for specialty nursing roles. Knowledge and skills include emergency care, patient assessment, basic interpretation of vital signs, identification of patients with physical and mental disabilities, patient positioning, use of assistive devices, and application of nursing theories in patient care plans.
 - (A) To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, and communicate effectively. Students should recognize that quality healthcare depends on the ability to work well with others.
 - (B) Professional integrity in the health science industry is dependent on acceptance of ethical responsibilities. Students employ their ethical responsibilities, recognize limitations, and understand the implications of their actions.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of related professional associations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (d) Knowledge and skills.
- (1) The student understands tiers of nursing careers and the associated licensures. The student is expected to:
 - (A) identify and describe the educational and certification requirements for an entry-level patient care technician (PCT);
 - (B) identify and describe common work settings, including hospitals, doctors' offices, and healthcare agencies for PCTs;
 - (C) list qualifications to become a certified nursing assistant (CNA);
 - (D) identify and describe scope of practice for CNAs;
 - (E) describe the professional responsibilities of unlicensed assistive personnel (UAP) and explain how UAPs assist individuals with physical disabilities, mental disorders, and other healthcare needs;
 - (F) compare coursework required to obtain nursing credentials, including a licensed vocational nurse (LVN), Associate Degree Registered Nurse (ADN RN), and Bachelor of Science in Nursing Registered Nurse (BSN RN);
 - (G) analyze the requirements for advanced practice registered nurse (APRN) certification, including certified registered nurse anesthetist (CRNA), certified nurse midwife (CNM), certified nurse practitioner (CNP), and certified clinical nurse specialist (CNS); and
 - (H) compare nursing specialty options, including pediatric, critical care, emergency room, mental health, forensic, geriatric, and hospice nursing roles.
 - (2) The student examines how the nursing process is used to collect subjective and objective data in patient assessment. The student is expected to:
 - (A) describe the steps of a basic patient intake interview, including recording family history, biographical information, reason for seeking healthcare, present illness or health concerns, past health history, current medication list, and review of systems;

- (B) explain the visual and physical head-to-toe assessment, including abnormal and normal structure and function of the body systems, used to evaluate patient condition;
 - (C) describe the importance of patient vital signs, including temperature, systolic and diastolic pressures, pulse, respiratory rate, pulse oximetry, and pain assessment using appropriate pain scales, in assessing a patient's overall health status;
 - (D) identify equipment, including a thermometer, sphygmomanometer, stethoscope, pulse oximeter, and time keeping device, used to measure and record patient vital signs;
 - (E) compare patient vital signs, including values outside of normal ranges, that establish baseline homeostasis; and
 - (F) explain how the steps in the nursing process are used to assist the patient to reach optimal physiological, social, mental, and emotional wellness.
- (3) The student demonstrates knowledge of therapeutic care by reviewing patient activities of daily living (ADL). The student is expected to:
- (A) define and differentiate between essential ADLs;
 - (B) explain the procedures for assessing patient independence, identifying functional limitations, and developing appropriate care plans;
 - (C) explain how a nurse promotes optimal patient function and quality of life;
 - (D) identify mental health disorders, including depression and anxiety, on patient ADLs;
 - (E) evaluate physical disabilities and limitations to recommend the correct assistive device for patient care; and
 - (F) identify and align therapeutic care to specific deficiencies in ADLs such as performing personal care, ambulating, and orienting to and using assistive devices to promote patient independence and optimize functional outcomes.
- (4) The student understands the role of the nurse in providing first aid and emergency care. The student is expected to:
- (A) identify and describe first aid and emergency care certifications such as Basic Life Support (BLS), Automated External Defibrillator (AED), First Aid, and Mental Health First Aid;
 - (B) discuss the advantages of obtaining first aid and emergency care certifications;
 - (C) identify and describe first aid and emergency care skills used by nurses; and
 - (D) explain the significance of the role of a nurse in an emergency setting such as an emergency room, intensive care unit, urgent care, or a life-saving event.
- (5) The student applies nursing theory to simulate the implementation of patient care. The student is expected to:
- (A) identify and explain the purpose of medical equipment that is used to assist patients with varied needs, including a Hoyer lift, hospital beds, foley catheter and drainage system, wheelchairs, gait belts, and bedside commodes;
 - (B) compare patient care needs throughout the lifespan using theories such as Maslow's Hierarchy of Needs, Erik Erikson's Stages of Psychosocial Development, and Jean Piaget's Theory of Child Development [~~and Lev Vygotsky's Contemporary Theories on Development~~];
 - (C) identify proper patient positioning for patient needs, including Trendelenburg, Fowler's, supine, prone, lithotomy, and lateral recumbent;
 - (D) identify methods used to educate patients, family members, and caregivers in techniques for managing disabilities; and

- (E) model the proper use of assistive medical equipment used in a variety of medical facilities, including long-term care, nursing and rehabilitation, home healthcare settings, and classroom environment.
- (6) The student examines technology used in the practice of nursing. The student is expected to:
- (A) identify and describe the technology, including electronic medical records, mobile computer workstations, scanning devices, and charting software, used to collect patient information;
- (B) describe how to access laboratory values and normal ranges for diagnostic tests such as complete blood count, comprehensive metabolic panel, basic metabolic panel, and urinalysis to determine patient health status; and
- (C) identify and describe advancements in technology, including remote patient monitoring systems, wearable monitoring systems, electronic intake patient interviews, interpreting services, deaf-link communication services, and patient safety alarms.
- (7) The student understands the importance of using critical-thinking skills in the nursing process. The student is expected to:
- (A) analyze the components of conducting a comprehensive patient assessment;
- (B) identify and differentiate between subjective and objective data, including what the patient reports and what is observable and quantifiable;
- (C) compare trends in health outcomes between national, Texas, and local populations across their lifespans, including birth rates, life expectancy, mortality rates, and morbidity rates;
- (D) analyze peer-reviewed medical research articles to evaluate the efficacy of specific treatments in improving patient care outcomes;
- (E) create a patient care plan using procedures, including assess, diagnose, plan, implement and evaluate (ADPIE) and subjective, objective, assess, plan, implement, and evaluate (SOAPIE);
- (F) analyze the impact of nursing interventions on patient condition in a simulated setting; and
- (G) examine and describe clinical outcomes based upon patient assessment, care plan, and nursing interventions.
- (8) The student understands pharmacology terminology associated with nursing practices. The student is expected to:
- (A) identify and describe the eight rights of medication administration, including right patient, medication, dose, route, time, documentation, diagnosis, and response;
- (B) identify and describe the principles of pharmacodynamics, including receptor binding, drug-receptor interactions, dose-response relationships, and therapeutic index;
- (C) explain pharmacokinetics in the human body system, including the course of drug absorption, distribution, metabolism, and excretion;
- (D) analyze the advantages of various routes of drug administration, including oral, injection, topical, buccal, suppository, mucosal, intravenous, interosseous, nebulization, and intrathecal; and
- (E) analyze the disadvantages of various routes of drug administration, including oral, injection, topical, buccal, suppository, mucosal, intravenous, interosseous, nebulization, and intrathecal.

ATTACHMENT III
Text of Proposed New 19 TAC

Chapter 127. Texas Essential Knowledge and Skills for Career Development and Career and Technical Education

Subchapter O. Manufacturing

§127.824. Blueprint Reading for Manufacturing Applications (One Credit), Adopted 2025.

- (a) Implementation.
- (1) The provisions of this section shall be implemented by school districts beginning with the 2026-2027 school year.
 - (2) School districts shall implement the employability skills student expectations listed in §127.15(d)(1) of this chapter (relating to Career and Technical Education Employability Skills) as an integral part of this course.
- (b) General requirements. This course is recommended for students in Grades 9-12. Recommended prerequisites: Algebra I and Geometry. Students shall be awarded one credit for successful completion of this course.
- (c) Introduction.
- (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Manufacturing Career Cluster focuses on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.
 - (3) In Blueprint Reading for Manufacturing Applications, students gain knowledge and skills in an introduction to reading and interpreting working drawings for basic machining processes, mechanical maintenance, basic electrical, basic fluid power, and basic facility prints. Students also use sketching techniques to create pictorial and multiple-view drawings.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of related professional associations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (d) Knowledge and skills.
- (1) The student demonstrates an understanding of blueprint and technical drafting terminology and functions. The student is expected to:
 - (A) explain the function of various parts of a title block such as scale, materials, and print title;
 - (B) interpret and explain the function of multi-view drawings;
 - (C) describe fractional, decimal, and metric dimensions used in technical drawings;
 - (D) interpret and explain the function of section views;
 - (E) identify and describe projection methods, including isometric, oblique, and orthographic, used in engineering drawings;
 - (F) explain the function of auxiliary views;

- (G) identify and explain types of dimensions, including linear, radial, angular, ordinate, and arc length;
 - (H) explain the function of pictorial drawings in manufacturing applications;
 - (I) explain the function of geometric dimensioning and tolerancing in manufacturing applications;
 - (J) explain tolerances with parts from a print;
 - (K) explain the function of scaling in a print;
 - (L) differentiate between a pictorial and a schematic drawing;
 - (M) explain the function of call outs in a print; and
 - (N) differentiate between electrical schematics, fluid power schematics, and piping and instrumentation diagram (P&ID) drawings.
- (2) The student demonstrates an understanding of tools and symbols to produce technical schematics, facility prints, P&ID prints, and blueprints. The student is expected to:
- (A) explain the function of and use a compass for drawing arcs in a print;
 - (B) explain the function of and use measuring devices such as scales, micrometers, and dial calipers;
 - (C) explain and demonstrate basic functions of computer-aided design and drafting (CADD) software;
 - (D) identify blueprint symbols, including surface profile, position, run out, countersink, and depth symbols;
 - (E) differentiate between driving and reference dimensions;
 - (F) identify basic electrical print symbols, including switch, lamp, relay, and contact symbols;
 - (G) identify basic fluid power print symbols, including power unit, actuator, directional control valve, and flow control symbols;
 - (H) identify various P&ID symbols, including valve, gauge, meter, and regulator symbols; and
 - (I) identify symbols for components, including threads, fasteners, and springs, used in the manufacturing process.
- (3) The student interprets facility drawings related to manufacturing buildings. The student is expected to:
- (A) interpret and explain floor plan drawings;
 - (B) interpret and explain elevation drawings;
 - (C) interpret and explain section views and details;
 - (D) locate electrical components, including distribution panels, lights, switches, and outlets, on facility drawings;
 - (E) identify plumbing components, including drains, water supply, and boilers, on facility drawings; and
 - (F) identify heating, ventilation, and air conditioning (HVAC) components, including condensers, evaporators, and plenum, in facility drawings.
- (4) The student applies drafting principles to create sketch pictorials and construct multi-view drawings. The student is expected to:

- (A) sketch auxiliary projected views, including inclined and oblique surfaces, in pictorial drawings;
- (B) create a sketch using multi-views; and
- (C) annotate a series of multi-view projections using proper dimensioning standards.
- (5) The student demonstrates knowledge of tolerances as applied to technical drawings and prints. The student is expected to:
 - (A) illustrate and explain how bilateral and unilateral tolerances are expressed in drawings; and
 - (B) calculate tolerances for mating parts based on maximum material conditions, tolerance stacking, and allowance.
- (6) The student demonstrates knowledge of revision information related to drawings. The student is expected to:
 - (A) describe standard drawing practices such as title blocks, revision history, and change orders for drawing revisions;
 - (B) apply standard drawing practices to revise technical drawings, ensuring accuracy and compliance with industry standards; and
 - (C) apply revision information, including date of revision, description of changes, and approval signatures, to mechanical and electrical industrial prints.

§127.828. Industrial Maintenance (One Credit), Adopted 2025.

- (a) Implementation.
 - (1) The provisions of this section shall be implemented by school districts beginning with the 2026-2027 school year.
 - (2) School districts shall implement the employability skills student expectations listed in §127.15(d)(1) of this chapter (relating to Career and Technical Education Employability Skills) as an integral part of this course.
- (b) General requirements. This course is recommended for students in Grades 10-12. Students shall be awarded one credit for successful completion of this course.
- (c) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Manufacturing Career Cluster focuses on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.
 - (3) Industrial Maintenance is designed to introduce students to knowledge and skills used in the proper application of industrial maintenance. The study of manufacturing technology allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of relevant maintenance tasks. Students gain an understanding of what employers require to gain and maintain employment in manufacturing careers.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of related professional associations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(d) Knowledge and skills.

- (1) The student applies mechanical skills to maintain and repair industrial equipment using the appropriate tools and equipment while adhering to safety policies. The student is expected to:
 - (A) identify equipment malfunctions using visual, audible, and other sensory inspection skills to detect issues such as lack of lubrication, misalignment, excess wear, vibration, and over-temperature;
 - (B) differentiate between mechanical, hydraulic, pneumatic, and electrical systems;
 - (C) identify safety concerns with equipment maintenance such as dangers with rotating equipment, hot surfaces from operating equipment, potential for shock from electrical power cords and grounding, and sharp surfaces from equipment wear;
 - (D) create a safe plan of action to address safety concerns for an industrial training environment such as sparks, metal shavings, and electrical shock hazards;
 - (E) identify tools and describe procedures used in cutting, drilling, cleaning, and abrasive processes;
 - (F) explain safety practices for various types of manufacturing tools used for cutting, drilling, cleaning, and abrasive processes;
 - (G) identify and demonstrate proper use of precision measuring tools, including micrometers, dial calipers, and scales, to verify proper repair and alignment; and
 - (H) identify and explain the applications such as material and fastener strength for various types of fasteners such as bolts, screws, washers, and nuts.
- (2) The student applies communication and documentation skills to manufacturing activities. The student is expected to:
 - (A) compose written and oral technical communication such as maintenance plans, equipment breakdowns, and repair part ordering in a clear, concise, and effective manner for a variety of purposes and audiences;
 - (B) identify documentation methods such as maintenance logbooks and checklists for maintenance tasks and plans; and
 - (C) develop and execute a plan for maintenance task completion such as equipment lubrication, filter changes, and equipment visual checks.
- (3) The student maintains and repairs industrial equipment using the appropriate tools, equipment, machines, materials, and technical processes. The student is expected to:
 - (A) describe the processes needed to complete a project, including initiating, planning, executing, monitoring, controlling, and closing;
 - (B) use appropriate tools to complete maintenance repair processes, including drilling, tapping, layout, and tightening fasteners to spec; and
 - (C) use various wrenches such as open and box end wrenches, filter wrenches, and adjustable pliers to disassemble filter housings to change filters and fluids.
- (4) The student understands the foundations of occupational safety and health. The student is expected to:
 - (A) explain and discuss the responsibilities of workers and employers to promote safety and health and the rights of workers to a secure workplace;
 - (B) explain and discuss the importance of Occupational Safety and Health Administration (OSHA) standards and OSHA requirements for organizations;
 - (C) explain and discuss how OSHA inspections are conducted;

- (D) explain and discuss the role of national and state safety and health regulatory entities;
 - (E) explain types of industrial hygiene hazards, including physical, chemical, biological, and ergonomic, and explain the role industrial hygiene plays in occupational safety;
 - (F) discuss the importance of safe walking and working surfaces and best practices for preventing or reducing slips, trips, and falls in the workplace;
 - (G) describe types of electrical hazards in the workplace;
 - (H) describe control methods to prevent electrical hazards in the workplace;
 - (I) analyze the hazards of handling, storing, using, and transporting hazardous materials;
 - (J) discuss ways to reduce exposure to hazardous materials in the workplace;
 - (K) identify workplace health and safety resources, including emergency plans, and discuss how these resources are used to make decisions in the workplace;
 - (L) describe elements of a safety and health program, including management leadership, worker participation, and education and training;
 - (M) explain the purpose and importance of written emergency action and fire protection plans;
 - (N) describe key components of evacuation plans, emergency exit routes, and fire hazards lists;
 - (O) explain the role of emergency personnel within an organization;
 - (P) explain components of a hazard communication program; and
 - (Q) explain and provide examples of safety and health training requirements specified by standard setting organizations.
- (5) The student examines safe work habits in an industrial maintenance setting. The student is expected to:
- (A) identify and describe proper storage and disposal procedures for hazardous materials using Safety Data Sheets (SDS);
 - (B) identify and demonstrate use of proper personal protective equipment (PPE) and safety requirements in the manufacturing industry such as hearing protection, eye protection, and gloves;
 - (C) describe and demonstrate proper lockout/tagout procedures;
 - (D) describe and demonstrate safe operation of power tools, including drills, saws, grinders, and sanders; and
 - (E) identify and select appropriate PPE needed to operate various power tools, including drills, saws, grinders, and sanders.
- (6) The student examines the importance of preventative maintenance in an industrial maintenance environment. The student is expected to:
- (A) perform preventative maintenance (PM), including lubrication, cleaning of parts, and tightening of fasteners, on equipment such as motors, gearboxes, chain drives, and conveyors;
 - (B) determine a PM schedule based on data collected from machine breakdowns, including frequency of failures, types of malfunctions, and repair times; and
 - (C) differentiate between reactive maintenance such as breakdown repairs, preventative maintenance such as lubrication, and predictive maintenance such as planning repairs based on previous breakdown frequencies.

- (7) The student examines career opportunities and educational requirements in manufacturing and technology. The student is expected to:
 - (A) identify special skill career pathways in manufacturing such as maintenance technician, engineer, designer, and automation technician;
 - (B) identify and explain the importance of industry networking opportunities such as career or job fairs; and
 - (C) describe the roles and functions of engineers, technologists, and technicians in an industrial maintenance setting.

§127.829. Mechanical Maintenance (One Credit), Adopted 2025.

(a) Implementation.

- (1) The provisions of this section shall be implemented by school districts beginning with the 2026-2027 school year.
- (2) School districts shall implement the employability skills student expectations listed in §127.15(d)(2) of this chapter (relating to Career and Technical Education Employability Skills) as an integral part of this course.

(b) General requirements. This course is recommended for students in Grades 10-12. Prerequisite: at least one credit in a course from the Manufacturing Career Cluster. Recommended prerequisite: Algebra I or Geometry. Students shall be awarded one credit for successful completion of this course.

(c) Introduction.

- (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
- (2) The Manufacturing Career Cluster focuses on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.
- (3) Mechanical Maintenance is designed to introduce students to knowledge and skills used in the proper application of mechanical maintenance. The study of mechanical maintenance and hands-on application allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of relevant activities. Students gain an understanding of what employers require to gain and maintain employment in manufacturing careers and potential hazards faced by the maintenance technician in an industrial setting.
- (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of related professional associations.
- (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(d) Knowledge and skills.

- (1) The student understands the foundations of occupational safety and health. The student is expected to:
 - (A) explain and discuss the responsibilities of workers and employers to promote safety and health and the rights of workers to a secure workplace;
 - (B) explain and discuss the importance of Occupational Safety and Health Administration (OSHA) standards and OSHA requirements for organizations;
 - (C) explain and discuss the importance of how OSHA inspections are conducted;

- (D) explain and discuss the role of national and state regulatory entities;
 - (E) explain the role industrial hygiene plays in occupational safety and explain types of industrial hygiene hazards, including physical, chemical, biological, and ergonomic;
 - (F) discuss the importance of safe walking and working surfaces in the workplace;
 - (G) discuss best practices for preventing or reducing slips, trips, and falls in the workplace;
 - (H) describe types of electrical hazards in the workplace and the risks associated with these hazards;
 - (I) describe control methods to prevent electrical hazards in the workplace;
 - (J) analyze the hazards of handling, storing, using, and transporting hazardous materials;
 - (K) identify and discuss ways to reduce exposure to hazardous materials in the workplace;
 - (L) identify workplace health and safety resources, including emergency plans, and discuss how these resources are used to make decisions in the workplace;
 - (M) describe elements of a safety and health program, including management leadership, worker participation, and education and training;
 - (N) explain the purpose and importance of written emergency action plans and fire protection plans;
 - (O) describe key components of evacuation plans, emergency exit routes, fire hazards lists;
 - (P) explain the role of emergency personnel within an organization;
 - (Q) explain components of a hazard communication program; and
 - (R) explain and provide examples of safety and health training requirements specified by standard setting organizations such as OSHA and industrial companies.
- (2) The student demonstrates safe work habits while performing mechanical activities in a mechanical maintenance setting. The student is expected to:
- (A) identify and describe proper storage and disposal procedures for hazardous materials using Safety Data Sheets (SDS);
 - (B) identify and demonstrate use of proper personal protective equipment (PPE), including ear plugs, safety glasses, dust masks, and respirators, in the manufacturing industry;
 - (C) describe and demonstrate proper lockout/tagout procedures;
 - (D) describe and demonstrate safe operation of hand tools needed for disassembly and reassembly of mechanical parts; and
 - (E) identify and select appropriate PPE needed to operate various hand tools, including gloves for protection from pinch points, sharp edges, and hot surfaces.
- (3) The student examines the operation of various pumps. The student is expected to:
- (A) identify components of a centrifugal pump, including vane, internal seals, and bearings;
 - (B) identify components of a positive displacement piston pump, including rings, seals, pistons, and crankshaft;
 - (C) identify components of a positive displacement diaphragm pump, including diaphragm, check valves, and internal seals;
 - (D) explain the function of a pressure tank and effects on flow with a diaphragm pump;
 - (E) explain and demonstrate how to fill a suction line to prime a pump;
 - (F) identify components of a check valve in pumps; and

- (G) explain the function of a check valve in maintaining pump priming by preventing back flow and ensuring fluid flow.
- (4) The student examines the operation of various compressors. The student is expected to:
- (A) identify components of compressors, including the piston, crankshaft, and cylinders, and explain how these components work together to compress air or other gases;
 - (B) explain the operation of a piston compressor and how the components work together to increase pressure;
 - (C) differentiate between a single-stage and two-stage piston compressor;
 - (D) identify and explain the function of intercoolers in two-stage piston compressors;
 - (E) identify and explain the function of after coolers in two-stage piston compressors;
 - (F) identify components of a rotary screw compressor, including screws, compression chamber, intake valves, and discharge valves;
 - (G) explain the operation of a rotary screw compressor and how the components work together to increase pressure; and
 - (H) explain the importance of dryers with industrial compressors, including how dryers prevent corrosion, improve efficiency, and extend equipment lifespan.
- (5) The student analyzes test or performance data to assess equipment operation. The student is expected to:
- (A) inspect equipment parts, including bearings, bolts, housing, and shafts, to identify typical defects such as breakage or excessive wear;
 - (B) observe equipment in operation to check for potential problems such as leaks, misalignment, and overheating; and
 - (C) test mechanical equipment to ensure proper functioning of equipment after replacement or repair of parts.
- (6) The student uses prints, specifications, and diagrams to perform installation, disassembly, and assembly of mechanical systems. The student is expected to:
- (A) identify components of pumps, compressors, and mechanical drives in mechanical drawings and diagrams;
 - (B) apply torque to fasteners as prescribed in equipment manuals during reassembly;
 - (C) identify input and output capability of pumps and compressors according to manufacturer specifications;
 - (D) identify input and output speed and torque capability of belt, chain, and gear driven mechanical drives systems according to manufacturer specifications;
 - (E) locate part numbers using a diagram; and
 - (F) use a logbook or computer to record information about parts, materials, and repair procedures.
- (7) The student uses industrial maintenance skills to safely disassemble and assemble various types of pumps for the purpose of maintenance and repair. The student is expected to:
- (A) identify safety hazards, including electrical, mechanical, and thermal risks, associated with assembly and disassembly of pumps;
 - (B) explain the purpose of lockout/tagout procedures for pumps to reduce electrical, mechanical, and thermal hazards;

- (C) identify tools and describe procedures used in the disassembly and assembly of a centrifugal pump;
 - (D) identify tools and describe procedures used in the disassembly and assembly of a diaphragm pump;
 - (E) inspect pumps to locate damage, defects, and wear;
 - (F) operate pumps to ensure correct function such as rotation direction, prime, and flow;
 - (G) explain and demonstrate proper lubrication procedures for pumps; and
 - (H) use a logbook or computer to record information about parts, materials, and repair procedures.
- (8) The student uses industrial maintenance skills to safely disassemble and assemble various types of compressors for the purpose of maintenance and repair. The student is expected to:
- (A) identify safety hazards, including electrical, mechanical, and thermal risks, associated with assembly and disassembly of compressors;
 - (B) explain the purpose of lockout/tagout procedures for compressors to reduce electrical, mechanical, and thermal hazards;
 - (C) identify tools and describe procedures used in the disassembly and assembly of a reciprocating compressor;
 - (D) identify tools and describe procedures used in the disassembly and assembly of a rotary screw compressor;
 - (E) inspect compressors to locate damage, defects, and wear;
 - (F) operate newly reassembled compressor to ensure correct function such as direction of rotation;
 - (G) explain and demonstrate proper lubrication procedures for compressors; and
 - (H) use a logbook or computer to record information about parts, materials, and repair procedures.
- (9) The student examines and recognizes internal components of various pumps and compressors. The student is expected to:
- (A) identify internal seals and vanes in various compressors and pumps, including centrifugal, vane, and diaphragm pumps;
 - (B) inspect vanes in a centrifugal pump for wear and damage;
 - (C) inspect internal seals in pumps and compressors for wear and damage;
 - (D) inspect diaphragm for damage, defects, and wear;
 - (E) identify bearings on pumps and compressors; and
 - (F) inspect bearings on pumps and compressors for damage and wear.
- (10) The student understands the purpose of specific internal components of various pumps and compressors. The student is expected to:
- (A) explain the purpose of internal seals on compressors and pumps;
 - (B) explain the function and operation of bearings on compressors and pumps;
 - (C) identify and explain the function of check valves in a diaphragm pump; and
 - (D) explain lubrication requirements for pumps and compressors.
- (11) The student understands the purpose of specific internal components of gear boxes. The student is expected to:

- (A) identify and explain the function of spur gears in mechanical drive systems;
 - (B) identify and explain the function of helical gears in mechanical drive systems;
 - (C) identify and explain the function of miter and bevel gears in mechanical drive systems;
 - (D) differentiate between miter and bevel gears in mechanical drive systems; and
 - (E) identify and explain the function of slingers for lubrication distribution in mechanical drive systems.
- (12) The student applies industrial maintenance skills to safely disassemble and assemble various types of mechanical drives. The student is expected to:
- (A) identify tools and describe procedures used in the disassembly and assembly of belt, chain, and gear driven mechanical drives; and
 - (B) identify safety hazards associated with assembly and disassembly of belt, chain, and gear driven mechanical drives.
- (13) The student understands the use of drive belts and chains for speed control. The student is expected to:
- (A) identify belt style, size, and application on a mechanical drive system to meet speed and torque specifications;
 - (B) identify proper sheave for belt application on a mechanical drive system;
 - (C) differentiate between a drive and driven sheave in mechanical drive systems;
 - (D) calculate sheave ratios for speed adjustments on a mechanical drive system;
 - (E) inspect sheave and belt for wear and possible replacement on a mechanical drive system;
 - (F) identify drive chain size to match sprocket used on a mechanical drive system;
 - (G) calculate sprocket ratios for speed adjustments on a mechanical drive system;
 - (H) adjust chain length by breaking roller chain with special chain breaking tools;
 - (I) assemble a chain on a mechanical drive system according to length and tension requirements; and
 - (J) inspect sprocket and chain for wear and possible replacement on a mechanical drive system.
- (14) The student examines career opportunities and educational requirements in manufacturing and technology. The student is expected to:
- (A) identify special skill career pathways in manufacturing such as an industrial maintenance technician, mechanical installer, mechanical repair, and mechanical troubleshooter;
 - (B) identify and explain the importance of industry networking opportunities such as career or job fairs; and
 - (C) describe the roles and functions of an industrial maintenance technician in manufacturing.

§127.830. Basic Fluid Power (One Credit), Adopted 2025.

(a) Implementation.

- (1) The provisions of this section shall be implemented by school districts beginning with the 2026-2027 school year.
- (2) School districts shall implement the employability skills student expectations listed in §127.15(d)(2) of this chapter (relating to Career and Technical Education Employability Skills) as an integral part of this course.

(b) General requirements. This course is recommended for students in Grades 10-12. Prerequisite: at least one credit in a course from the Manufacturing Career Cluster. Recommended prerequisites: Algebra I and Geometry. Students shall be awarded one credit for successful completion of this course.

(c) Introduction.

- (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
- (2) The Manufacturing Career Cluster focuses on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.
- (3) In Basic Fluid Power, students gain knowledge and skills in hydraulic and pneumatic systems as applied to industrial manufacturing. Instruction includes terminology and fluid power theory, interpreting technical drawings, component identification, mathematical calculations as applied to fluid power systems, and component functions. Students gain basic knowledge of fluid power system design with basic system components, installing basic fluid power system components, and building maintenance schedules for preventative and reactive maintenance.
- (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of related professional associations.
- (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(d) Knowledge and skills.

- (1) The student examines career opportunities and safety concerns in the manufacturing industry. The student is expected to:
 - (A) research and describe trends of manufacturing careers in industry; and
 - (B) identify safety, health, environmental, and ergonomic issues in the manufacturing industry.
- (2) The student examines terminology and fundamental concepts of fluid power in manufacturing. The student is expected to:
 - (A) explain the function of Pascal's Law in hydraulic systems;
 - (B) identify and explain the function of actuators in fluid power systems;
 - (C) identify and explain the function of valves in fluid power systems;
 - (D) describe the relationship between pressure, force, and cylinder volume in fluid power systems;
 - (E) analyze the application of Gay Lussac's Law, Charles's Law, and Boyle's Law in pneumatic systems;
 - (F) explain how the law of conservation of energy applies to specific fluid power systems, including hydraulic and pneumatic systems;
 - (G) explain how pressure is generated in a fluid power circuit;
 - (H) explain how different seal types and operating temperatures can impact fluid compatibility;
 - (I) explain the difference between flash point, fire point, and auto ignition regarding hydraulic fluid;
 - (J) explain displacement regarding hydraulic pumps; and

- (K) identify specific hazards such as high-pressure injection injuries and equipment damage resulting from unrelieved pressure in the lines of a fluid power system.
- (3) The student reads and interprets technical drawings in a fluid power system. The student is expected to:
- (A) identify common fluid power symbols, including cylinders, motors, pumps, reservoirs, and directional control valves;
 - (B) differentiate between schematic and pictorial diagrams;
 - (C) match fluid power schematic symbols to physical components in a system;
 - (D) construct and operate a basic fluid power circuit given a schematic with a directional control valve and a double-acting cylinder; and
 - (E) draw a fluid power schematic from a given fluid power application.
- (4) The student demonstrates understanding of the characteristics and applications of fluid power systems. The student is expected to:
- (A) analyze pressure gauge readings to identify potential internal and external leakage issues in fluid power systems;
 - (B) analyze flow meters to detect proper and improper system flow in fluid power systems;
 - (C) analyze temperature gauges to detect heat issues within fluid power systems;
 - (D) explain the operational difference between hydraulic and pneumatic systems;
 - (E) explain the importance of dryers in pneumatic systems, including the prevention of moisture-related issues; and
 - (F) explain the importance of lubrication in a pneumatic system, including the reduction of friction, prevention of wear and tear, and enhancement of system efficiency.
- (5) The student applies mathematical calculations to various operations of a fluid power system. The student is expected to:
- (A) describe and analyze pressure, force, and volume in the context of fluid power systems;
 - (B) calculate output force and rod speed given cylinder size, flow rate, and pressure applied;
 - (C) describe and calculate how a change in pressure or volume results in change in force;
 - (D) describe and calculate how change in volume results in change of rod speed and force applied; and
 - (E) calculate the force output of an extending cylinder using Pascal's Law.
- (6) The student understands the function of various components in fluid power systems. The student is expected to:
- (A) differentiate between a pneumatic compressor and a hydraulic pump;
 - (B) describe the functions of a hydraulic reservoir such as fluid storage, fluid cooling, and contaminant separation;
 - (C) describe the function of various pumps, including piston, gear, and vane pumps;
 - (D) differentiate between a fixed and variable displacement pump;
 - (E) explain the purpose of an actuator in fluid power systems;
 - (F) explain the purpose of various gauges and meters in fluid power systems;
 - (G) explain the purpose of various pressure controlling devices in hydraulic systems, including pressure relief valves, pressure reducing valves, sequence valves, and counterbalance valves;

- (H) explain the purpose of various pressure controlling devices in pneumatic systems, including regulators and pressure relief valves;
 - (I) explain the purpose of various flow controlling devices in fluid power systems, including check valves, directional control valves, needle valves, and flow controls;
 - (J) explain the purpose of various motors in fluid power systems, including unidirectional and bi-directional motors;
 - (K) describe the function of hydraulic and pneumatic actuators, including motor, cylinder, and rotary actuators;
 - (L) describe the function of various hydraulic and pneumatic cylinders, including single- and double-acting, single- and double-rod, and rodless cylinders;
 - (M) describe the function of a fluid power double-acting cylinder;
 - (N) describe and analyze the function of flow control valves in regulating actuator speed in a fluid power circuit;
 - (O) identify and explain the function of a check valve; and
 - (P) explain the function of an accumulator.
- (7) The student designs basic fluid power circuits using various components in a fluid power system. The student is expected to:
- (A) design a fluid power circuit with a unidirectional motor;
 - (B) design a fluid power circuit with a bi-directional motor;
 - (C) design a fluid power circuit with multiple cylinders;
 - (D) design a fluid power circuit with a flow control valve to regulate actuator speed;
 - (E) design a fluid power circuit incorporating a check valve;
 - (F) design a basic fluid power circuit incorporating various configurations of directional control valves to alter flow direction;
 - (G) design fluid power circuits using various operators for directional control, including lever, solenoid, pilot, and push button operator;
 - (H) design a hydraulic sequence valve to operate multiple actuators in sequence; and
 - (I) design a hydraulic pressure reducing valve to lower pressure in a branch circuit.
- (8) The student installs various components in a fluid power system. The student is expected to:
- (A) connect fluid power circuits using various connecting methods, including threaded, push-fit, and quick disconnect fittings;
 - (B) identify and demonstrate proper safety procedures required for system installation such as lockout/tagout to control hazardous energy;
 - (C) install a fluid power circuit with a unidirectional motor;
 - (D) install a fluid power circuit with a bi-directional motor;
 - (E) install a fluid power circuit with multiple cylinders;
 - (F) install a fluid power circuit with a flow control valve to regulate actuator speed;
 - (G) install a fluid power circuit using a check valve;
 - (H) install a basic fluid power circuit using various configurations of directional control valves to change flow direction;

- (I) install fluid power circuits using various operators for the directional control valve, including lever, solenoid, pilot, and push button operator;
- (J) install and adjust a pneumatic system regulator to match a defined system pressure setting;
- (K) install and adjust a hydraulic power unit relief valve to match a defined system pressure setting;
- (L) install a hydraulic sequence valve to operate multiple actuators in sequence; and
- (M) install a hydraulic pressure reducing valve to lower pressure in a branch circuit.
- (9) The student uses industry standard practices to maintain functional capacity in fluid power systems. The student is expected to:
 - (A) analyze service data to develop and implement preventive maintenance schedules;
 - (B) analyze and document repair data to develop and implement predictive maintenance schedules;
 - (C) inspect components in a fluid power system to identify signs of malfunction, including discoloration, vibration, and loud sounds;
 - (D) inspect hydraulic fluid to identify contaminants and signs of viscosity breakdown;
 - (E) explain and demonstrate procedures to change filters in a fluid power system; and
 - (F) explain and demonstrate procedures to drain and replace hydraulic fluid.
- (10) The student understands the function of a basic vacuum system. The student is expected to:
 - (A) identify and explain the function of a venturi vacuum application;
 - (B) connect and read a vacuum gauge;
 - (C) connect and read a manometer;
 - (D) connect and operate a vacuum generator;
 - (E) identify and explain the function of a vacuum generator; and
 - (F) connect a venturi to a pneumatic system.

ATTACHMENT
Text of Proposed Amendment to 19 TAC

Chapter 89. Adaptations for Special Populations

Subchapter A. Gifted/Talented Education

§89.1. Student Identification.

School districts shall develop written policies on student identification that are approved by the local board of trustees and disseminated to parents. The policies must:

- (1) include provisions for ongoing screening and selection of students who perform or show potential for performing at remarkably high levels of accomplishment in the areas defined in the Texas Education Code, §29.121;
- (2) include assessment measures collected from multiple sources according to each area defined in the Texas State Plan for the Education of Gifted/Talented Students;
- (3) include data and procedures designed to ensure that students from all populations in the district have access to assessment and, if identified, services for the gifted/talented program;
- (4) prohibit a scoring value based on race, ethnicity, sex, socioeconomic status, or disability if the selection process utilizes a matrix or threshold system;
- (5) ~~(4)~~ provide for final selection of students to be made by a committee composed of at least three local district educators who have received training in the nature and needs and identification of gifted students;
- (6) ~~(5)~~ include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement; and
- (7) ~~(6)~~ not limit the number of students the district may identify as gifted/talented or served under the district's program for gifted/talented students.

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