

Agenda of Regular Meeting

The Board of Trustees Brock ISD

A Regular Meeting of the Board of Trustees of Brock ISD will be held March 9, 2026, beginning at 6:00 PM in the Brock High School Cafeteria.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

- A. CALL TO ORDER
- B. INVOCATION
- C. PLEDGE OF ALLEGIANCE AND TEXAS PLEDGE
- D. ESTABLISH QUORUM
- E. BROCK SPOTLIGHT
 - Brock Elementary Academic UIL
 - Brock Intermediate Academic UIL
 - Jack Harvey Award
 - Brock Junior High Football
 - Brock High School Football
 - Brock High School Audio Video Production
- F. PUBLIC COMMENT
 - 1. Items on the Agenda
 - 2. Items not on the Agenda
- G. CONSENT AGENDA
 - 1. Approve Minutes of February 9, 2026 Regular Meeting
 - 2. Financial Reports
 - 3. Donations
- H. SUPERINTENDENT REPORT
 - 1. Update on school business, activities and future events
 - 2. Update on the Multipurpose Student Center
- I. BUSINESS DISCUSSION
 - 1. Discussion on the status of the Teacher Incentive Allotment application for Brock ISD
 - 2. Brock ISD Balanced Scorecard Update Priority 1: Student Growth, Excellence & Retention
- J. BUSINESS ACTION
 - 1. Consider approval of Teacher, Counselor, Librarian, and Nurse contracts for the 2026-2027 school year
 - 2. Consider approval of Scoreboard Agreement between Brock ISD and the Brock Eagle Booster Club (Football)
 - 3. Discuss and consider approval of Hankins/Eastrup/Deaton/Tonn/Seay & Scarborough for the District's financial audit services for the Fiscal Year 2025-2026

4. Consider approval of 2026-2027 Certification of Provision of Instructional Materials
- K. CLOSED SESSION, PURSUANT TO TEXAS GOVERNMENT CODE, SECTIONS 551.071 THROUGH 551.087
 - L. RECONVENE FROM CLOSED SESSION, FOR ACTIONS RELATIVE TO ITEMS CONSIDERED DURING CLOSED SESSION.
 - 1. Action on Matters in Closed Session.
 - M. ADJOURN

The agenda for this meeting was posted in compliance with the Texas Open Meeting Act on March 3, 2026 at 3:00 PM.



For the Board of Trustees

IN ACCORDANCE WITH TEXAS GOVERNMENT CODE SUBTITLE A, CHAPTER 551, OPEN MEETINGS, THE BOARD MAY ADJOURN INTO EXECUTIVE SESSION.

March 2026

BROCK ISD MULTIPURPOSE STUDENT CENTER



March 09, 2026

REEDER
CONSTRUCTION



Looking Northwest

March 2026



Looking Southeast

March 2026



Looking Northeast

March 2026

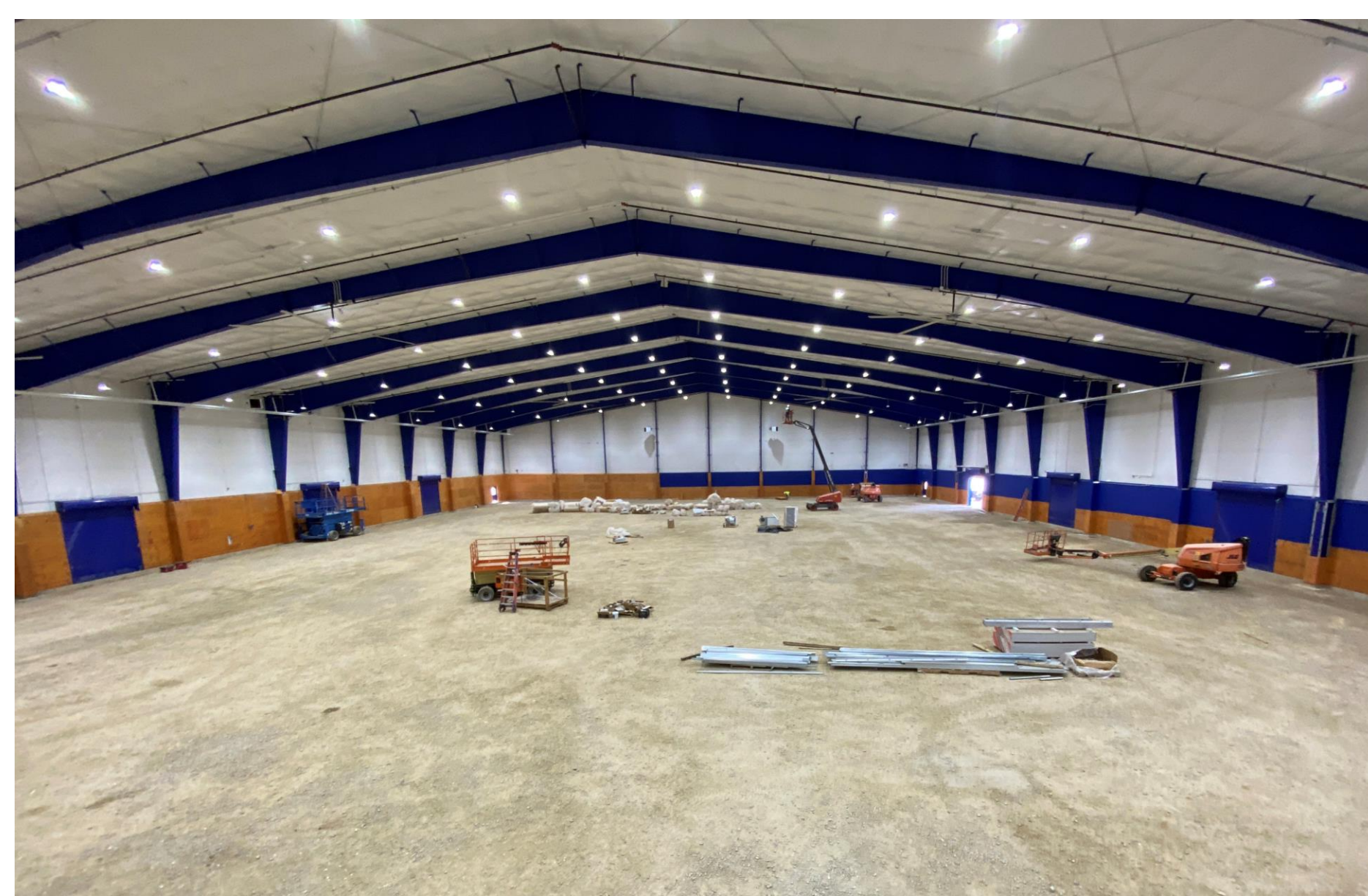


Looking Southwest

March 2026



Practice Field Looking towards Band/Weight Room



Practice Field from Mezzanine

March 2026



Interior Progress of Band Hall



Interior Progress of Weight Room

March 2026



Interior Progress of Weight Room

Thank you, Brock ISD.

Questions?



Brock ISD / Campus Balanced Scorecard

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**PRIORITY 1 - STUDENT: STUDENT GROWTH, EXCELLENCE, &
RETENTION**



Brock ISD - Priority 1.1

Every Student Grows Academically Every Year

PRIORITY 1 - STUDENT GROWTH, EXCELLENCE, & RETENTION			
STRATEGIC OBJECTIVES: "WHAT?"	KEY STRATEGIC ACTIONS: "HOW?"	LONG-TERM OUTCOMES: X TO Y BY 2027: EOY	ANNUAL GOALS: 2025-2026
1.1 Every Student Grows Academically Every Year	1.1.1 Alignment of the written, taught, and assessed curriculum. 1.2 Systematic progress monitoring	Brock ISD's Annual Growth Score will improve from 70 in 2025 to 100 in 2027 Increase Meets Percentages: Reading: 76% to 82% Math: 62% to 68% Science: 70% to 76% Social Studies: 56% to 62%	Brock ISD's Annual Growth will improve from 70 in 2025 to 90 in 2026 Increase Meets Percentages: 15 Reading: 76% to 80% Math: 62% to 66% Science: 70% to 74% Social Studies: 56% to 60%



Campus Balanced Scorecard

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PRIORITY 1 - STUDENT: STUDENT GROWTH, EXCELLENCE, &
RETENTION

Guided by our traditions. Inspired by our possibilities. Committed to excellence.



Brock High School - Priority 1.1

Every Student Grows Academically Every Year

PRIORITY 1 - STUDENT GROWTH, EXCELLENCE, & RETENTION			
STRATEGIC OBJECTIVES: "WHAT?"	KEY STRATEGIC ACTIONS: "HOW?"	LONG-TERM OUTCOMES: X TO Y BY 2027: EOY	ANNUAL GOALS: 2025-2026
1.1 Every Student Grows Academically Every Year	1.1.1 Alignment of the written, taught, and assessed curriculum 1.1.2 Systematic progress monitoring	Brock High School's Annual Growth Score will improve from 65 in 2025 to 95 in 2027 Increase Meets Percentages: Reading: 73% to 79% Math: 50% to 56% Science: 95% to 100% Social Studies: 66% to 72%	Brock High School's Annual Growth will improve from 65 in 2025 to 85 in 2026 Increase Meets Percentages: Reading: 73% to 77%_{p7} Math: 50% to 54% Science: 95% to 98% Social Studies: 66% to 70%



BHS Screeners

Interim Assessments (Available January 20, 2026)

Administration Dates:

Algebra - February 24 and 25

English I - March 4

English II - February 25

Biology - March 24

US History - March 4



Screeners Results: Interim

	BOY	MOY
	Meets %	Meets %
Reading	73.53%	March 2/4
Math	66.35%	February 24/25
Science	84.17%	March 24
Social Studies	14.06%	March 4/5



Screener Results: Interim (Growth Goal)

	BOY	MOY
Reading	Predicted Growth	Predicted Growth
English I	57	
English II	72	
Math		
Algebra I	81	

Actions



1.1.1 Alignment of the written, taught, and assessed curriculum

- Instructional staff has identified a beginning, middle, and an end-of-year data point to monitor student growth.
 - EOC tested subjects have used data obtained from the first interim assessments to formulate targeted instruction. There is a plan in place as of 2/13 to obtain data from the second interim to develop EOC interventions and preparations prior to EOC testing.
- Professional Development opportunities for teacher-selected PD topics that support their growth data points. (Teacher-created and teacher-led)
 - After Feb. 13 PD, teachers created a targeted plan to enhance student growth. Teachers planned collaboratively when appropriate to formulate action steps for past and predicted future assessment outcomes.
- Staff T-TESS Goals & Evaluations for 2025-2026
 - Teacher MOY conferences have been held and plans to achieve goals were course corrected when needed.
 - PD in February was focused on action steps to support campus growth goals
 - Student Growth data will be evaluated in end-of-year T-TESS summative conferences in order to plan for adjustments and future goal planning.

Actions



1.1.2 Systematic progress monitoring

- Continue with the Food for Thought program (Study Hall), to provide struggling students built-in time to study.
 - Required study hall for students who have received a failing course grade
 - HB 1416 check-ins to ensure accelerated instruction is being completed
- Students have been identified based on need after the last round of testing and groupings adjusted accordingly to allow teachers to target students' needs.
- We have begun using a data analysis component from Lead4ward to gather predictive data on the individual student level in EOC tested subjects.



Brock Junior High - Priority 1.1

Every Student Grows Academically Every Year

PRIORITY 1 - STUDENT GROWTH, EXCELLENCE, & RETENTION			
STRATEGIC OBJECTIVES: "WHAT?"	KEY STRATEGIC ACTIONS: "HOW?"	LONG-TERM OUTCOMES: X TO Y BY 2027: EOY	ANNUAL GOALS: 2025-2026
1.1 Every Student Grows Academically Every Year	1.1.1 Alignment of the written, taught, and assessed curriculum. 1.2 Systematic progress monitoring	Brock JH's Annual Growth Score will improve from 68 in 2025 to 100 in 2027 Increase Meets Percentages: Reading: 78% to 84% Math: 59% to 65% Science: 66% to 72% Social Studies: 45% to 51%	Brock JH's Annual Growth will improve from 68 in 2025 to 90 in 2026 Increase Meets Percentages: Reading: 78% to 82% Math: 59% to 63% Science: 66% to 70% Social Studies: 45% to 49%



BJH Screeners

Reading Language Arts (RLA)	Interim #1	Interim #2
6th grade	November 17/18	February 23/24
7th grade	December 8/9	March 30/31
8th grade	December 3/4	March 3/4
Math		
6th grade	December 8/9	March 9/10
7th grade	December 3/4	March 9/10
8th grade	December 8/9	March 24/25
Social Studies		
8th grade	April 1/2	
Science		
8th grade	March 30/31	



Screeners Results: IXL

	BOY	MOY	EOY
Reading	Meets %	Meets %	Meets %
6th grade	70%	62%	May 11 - 21
7th grade	74%	64%	May 11 - 21
8th grade	73%	67%	May 11 - 21
Math	Meets %	Meets %	Meets %
6th grade	57%	52%	May 11 - 21
7th grade	57%	52%	May 11 - 21
8th grade	59%	60%	May 11 - 21



Screeners Results: Interim

	BOY (Nov./Dec.)	MOY
Reading	Meets %	Meets %
6th grade	64.4%	February 23/24
7th grade	67.1%	March 30/31
8th grade	76.3%	March 3/4
Math	Meets %	Meets %
6th grade	68.4%	March 9/10
7th grade	58.1%	March 9/10
8th grade	57.8%	March 24/25



Screeners Results: Interim (Growth Goal)

	BOY	MOY
Reading	Predicted Academic Growth Score	Predicted Academic Growth Score
6th Grade	63	
7th Grade	64	
8th Grade	75	
Math	Predicted Academic Growth Score	Predicted Academic Growth Score
6th grade	71	
7th grade	61	
8th grade	73	

Actions



1.1.1 Alignment of the written, taught, and assessed curriculum

- Professional Development opportunities for campus-selected PD topics that support their growth data points in Aware (a centralized location for data).
 - Instructional Staff were trained with TCMPC (TEKS Resource System) on October 31, 2025
 - Instructional Staff were trained on AWARE assessment creation on February 13, 2026
- STAAR tested subjects use STAAR Interim Assessments - Round 1 complete & Round 2 pending
- STAAR tested subjects use IXL Assessments - Round 1 complete, Round 2 complete, Round 3 (May)
 - 2/13 PDL 2 hrs to determine new intervention groups with new data
- Staff T-TESS Goals & Evaluations for 2025-2026
 - BJH Staff have completed their MOY review
 - Student Growth data will be evaluated during the end-of-year T-TESS summative conferences in order to plan for adjustments and future goal planning.

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1.1.2 Systematic progress monitoring

- Continue with the Eagle Period to provide struggling students built-in time to study.
 - HB 1416 check-ins to ensure accelerated instruction is being completed
- Continue to monitor the IXL growth of every student for targeted intervention opportunities.



Brock Intermediate - Priority 1.1

Every Student Grows Academically Every Year

PRIORITY 1 - STUDENT GROWTH, EXCELLENCE, & RETENTION			
STRATEGIC OBJECTIVES: "WHAT?"	KEY STRATEGIC ACTIONS: "HOW?"	LONG-TERM OUTCOMES: X TO Y BY 2027: EOY	ANNUAL GOALS: 2025-2026
1.1 Every Student Grows Academically Every Year	1.1.1 Alignment of the written, taught, and assessed curriculum. 1.2 Systematic progress monitoring	<p>Brock Intermediate's Annual Growth Score will improve from 75 in 2025 to 100 in 2027</p> <p>Increase Meets Percentages: Reading: 78% to 84% Math: 67% to 73% Science: 48% to 54%</p>	<p>Brock Intermediate's Annual Growth will improve from 75 in 2025 to 90 in 2026</p> <p>Increase Meets Percentages: Reading: 78% to 82%²⁹ Math: 67% to 71% Science: 48% to 52%</p>



BIS Screener Results:

Amira Reading	Tier 1: BOY	Tier 1: MOY
3rd grade	73%	83%
4th grade	85%	87%
5th grade	78%	87%
Istation Math		
3rd grade	81%	73%
4th grade	93%	86%
5th grade	88%	80%



STAAR Released Test: November vs. February

Meets Percentage					
	Reading-Nov.	Reading-Feb.	Math-Nov.	Math-Feb.	Science-Feb. Only
3rd Grade	59%	65%	19%	39%	
4th Grade	49%	69%	25%	53%	
5th Grade	64%	64%	29%	52%	32%
Overall Meets	59%	65%	31%	48%	



Interim: STAAR Released Test (Growth Goal)

	Reading-Nov.	Reading-Feb.	Math-Nov.	Math-Feb.
3rd Grade	NA	83	NA	78
4th Grade	27	49	14	50
5th Grade	56	85	18	35

Actions



1.1.1 Alignment of the written, taught, and assessed curriculum

- Instructional staff will participate in ongoing professional development throughout the school year focused on new RLA curriculum adoption, data collection and analyzation, and small group instruction in the general education and special education setting.
- Reviewed February STAAR Release data and compared it with November STAAR Release data. Teachers identified strengths, areas for growth, and action steps needed to continue student growth and success. Action steps include adjusting small group instruction to meet students' needs, planning spiral review for all tested content, and using rigorous question stems to support deeper understanding of content.
- Each teacher completed a class progress reflection sheet that identified strengths, areas for improvement, action steps for their team and individual classroom, and support needed.
- Review cohort data for Grades 3–5 STAAR results to analyze how groups of students are progressing over time ³³
 - Identifies trends in growth, areas where instructional gaps persist, and areas of sustained improvement
 - Guides targeted instructional planning, intervention support, and resource allocation
 - Provides valuable insight into the effectiveness of curriculum alignment and instructional strategies
 - Identify students needing additional to support to meet growth expectations



Actions

1.1.2 Systematic progress monitoring

- Monthly Amira/ISIP assessments
- 9 Week MTSS (Multi-Tiered System of Supports) data meetings to monitor progress for struggling students
- 6 week one-on-one meetings between classroom teacher and Mrs. Lane to review data. In meetings, identify students who did not make growth, who are in the high focus group, and discuss specific student concerns based on beginning-of-year ISIP/Amira assessments.
- Each teacher was provided the Lead4Ward Growth comparison with the list of their students to adjust small groups based on improvement from November to February.
- Administer TFAR assessments as Campus-Based Assessments to check for understanding.
- Spiral review with exit tickets to check for understanding.



Brock Elementary - Priority 1.1

Every Student Grows Academically Every Year

PRIORITY 1 - STUDENT GROWTH, EXCELLENCE, & RETENTION			
STRATEGIC OBJECTIVES: "WHAT?"	KEY STRATEGIC ACTIONS: "HOW?"	LONG-TERM OUTCOMES: X TO Y BY 2027: EOY	ANNUAL GOALS: 2025-2026
1.1 Every Student Grows Academically Every Year	1.1.1 Alignment of the written, taught, and assessed curriculum. 1.1.2 Systematic progress monitoring	<p>Brock Elementary's Annual Growth Score will improve based on numbers below by 2027</p> <p>Increase Tier 1 ISIP Green Percentages: Reading: 69% to 79% Math: 71% to 81%</p>	<p>Brock Elementary's Annual Growth Score will improve based on numbers below by 2026</p> <p>Increase Tier 1 ISIP Green Percentages: Reading: 69% to 74% Math: 71% to 76%</p> <p style="text-align: right;">35</p>

BES Screener Results:



Amira Reading	Tier I: BOY	Tier I: MOY	Tier 1: EOY
Kindergarten	62%	61%	May 1-10
1st grade	74%	78%	May 1-10
2nd grade	70%	79%	May 1-10
Istation Math			
Kindergarten	70%	77%	May 1-10
1st grade	79%	84%	May 1-10
2nd grade	64%	64%	May 1-10



Actions

1.1.1 Alignment of the written, taught, and assessed curriculum

- Instructional staff will continue to participate in ongoing professional development throughout the school year focused on new RLA curriculum adoption, data collection and analysis, and small group instruction in the general education and special education setting.
- Students with gaps are being supported through fluid interventions with both RLA and Math.
- Revisited how we are planning and holding each team accountable to the expectations. We recognized some inconsistencies during MOY rounding.
- Host PLCs (Professional Learning Communities) - weekly meetings to look at student data to fluidly change small groups, discuss instructional trends in classrooms based on walkthroughs, continue to review processes for planning/internalizing, provide internal professional development and address other needs in real time.
- Continuing to identify testing errors (AI can't understand speech/background noise affecting outcomes, etc.) and adjust classroom management for ISIP days (Indicators of Student Progress)



Actions

1.1.2 Systematic progress monitoring

- Monthly Amira/ISIP assessments (Indicators of Student Progress)
- 9 Week MTSS (Multi-tiered System of Supports) data meetings to monitor progress for struggling students and create a plan/adjust plan based on teacher records.
- Intervention team works bi-weekly with teachers to restructure intervention groups and provide classroom support to students we have identified as struggling. Focus on skills, based on formative and summative assessment. Interventions are research-based and targeted.
- Adjustments made after mid-year round to our planning and implementation.
- Made a new plan for learning pathway minutes in Amira in all three areas. Grade level was focusing more on RLA in the platform than math.
- Weekly PLC's - Data Walls regularly updated and reviewed to inform instruction

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Questions or Comments?

Certification of Provision of Instructional Materials Survey 2026–27

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Survey Prewrite Form

2026–27 Certification of Provision of Instructional Materials

In accordance with [Texas Education Code \(TEC\) §31.1011](#) local school systems are required to annually certify to the State Board of Education (SBOE) and TEA commissioner that students have access to instructional materials covering all Texas Essential Knowledge and Skills (TEKS) for all required subjects, except physical education.

Additionally, school systems are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the (i) the Children's Internet Protection Act (Pub. L. No. 106-554); (ii) TEC, Section [28.0022](#); (iii) Section [43.22](#), Penal Code; and (iv) any other law or regulation that protects students from obscene or harmful content. The Certification 2026–27 Survey includes a section for school systems to certify they meet this requirement.

TEA utilizes the following tools for the Certification of Provision of Instructional Materials process:

- **Certification 2026–27 Prewrite Form:** The prework form is a fillable and printable PDF intended to mirror the online survey and provide guidance for successful survey completion. The prework form should be completed offline and presented to the board of trustees or governing body for ratification and signatures.
- **Certification 2026–27 Survey:** The survey is a web-based application where school systems will submit the responses collected on the Certification 2026–27 Prewrite Form and upload the signature page.
 - The Certification 2026–27 Survey will be open for submissions beginning **Tuesday, February 17, 2026.**

The 2026–27 Certification of Provision of Instructional Materials process requires:

- The completion of the Certification 2026–27 Prewrite Form,
- Ratification by the local school system's board of trustees or governing body in an open, public-noticed meeting, and
- Submission of the Certification 2026–27 Survey and upload the last page of the ratified Certification 2026–27 Prewrite Form.

TEA recommends that local school systems complete the prework form and survey by **May 1, 2026**. The prework form and survey can be found on the [Certification of Provision of Instructional Materials](#) web page.

The state online instructional materials ordering system, EMAT, will close for annual maintenance on March 31, 2026, and is scheduled to reopen on May 15, 2026. Completion of the Certification process **is required** to regain access to allotment funds when EMAT reopens.

Certification 2026–27 Survey submissions received after May 15, 2026, are typically processed within five business days of receipt, and access to allotment funds in EMAT will follow.

Certification of Provision of Instructional Materials Process Steps

1. **Review the Certification 2026–27 Prewrite Form:** Print the fillable Certification 2026–27 Prewrite Form on the [Certification of Provision of Instructional Materials](#) web page.
2. **Gather information:** The form may require consultation with content area leaders or other local school system staff.
3. **Complete Certification 2026–27 Prewrite Form:** Complete the prework form by hand or digitally.
4. **Schedule and obtain needed signatures:** Coordinate placement of the Certification 2026–27 Prewrite Form on the agenda of an open, publicly noticed board meeting and secure formal ratification by the local school system’s board of trustees or governing body.
5. **Submit Certification 2026–27 Survey:** Complete the online Certification 2026–27 Survey by answering the questions. Inside the survey, upload the last page of the signed and ratified Certification 2026–27 Prewrite Form from step 4.

The survey will be open for submissions beginning Tuesday, February 17, 2026, and will be located on the [Certification of Provision of Instructional Materials](#) web page.

Additional Supports

For the Certification of Provision of Instructional Materials process, local school systems are highly encouraged to:

- View detailed Instructional Materials Review and Approval (IMRA) reports for all instructional materials reviewed through the IMRA process at im.tea.texas.gov.
- Refer to the IMRA List of [SBOE-Approved Instructional Materials](#) and [SBOE-Rejected Instructional Materials](#).
- Attend the TEA webinar about the Certification of Provision of Instructional Materials process for 2026–27 on **Tuesday, February 17th, at 11:00 a.m. CST**. [Registration](#) is required.
- Attend TEA office hours to get help and support with the Certification of Provision of Instructional Materials process; registration is required.
 - Monday, March 2nd, at 11:00 a.m. CST | [Register on Zoom](#)
 - Thursday, March 5th, at 11:00 a.m. CST. | [Register on Zoom](#)
- View the [Certification of Provision of Instructional Materials Resource List | 2026–27](#)
- Request a copy of the previous year’s submission (if needed) by submitting a [Help Desk Ticket](#).

For questions about the Certification of Provision 2026–27 Pework Form, survey, or process, please submit a [Help Desk ticket](#).

Terminology

- **Scope and Sequence:** A document that provides a brief outline of the standards and a recommended teaching order for a particular course/grade-level over the course of a school year.
- **Full-subject materials** (often referred to as Tier one or core materials): instructional material designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.
- **Supplemental materials:** Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.
- **SBOE-Approved Instructional Materials:** SBOE-approved instructional materials are any materials that go through the IMRA process and receive approval by the SBOE. In Texas, SBOE-approved instructional materials are considered HQIM and qualify for the SBOE-Approved Instructional Materials Entitlement as outlined in Section 48.307.
- **State-Adopted Instructional Materials:** state-adopted instructional materials were reviewed and adopted in the preceding Proclamation process. These materials have not been reviewed in the IMRA process, are not considered HQIM (per the Texas definition), and are not eligible for additional HB 1605 funding entitlements.

Qualtrics Survey and Pework Form Guidance

Please note that the format of the Certification 2026–27 Pework Form **will not** match the appearance of the official Certification 2026–27 Qualtrics Survey. While the **questions are identical**, this form uses **open-ended text boxes** for responses. In the survey, the questions will be presented with **drop-down menus** containing predefined answer choices.

To help support completion of the Certification 2026–27 Pework Form accurately—and to ensure responses align with the options that will appear in the survey—an [additional resource](#) is provided. The Certification of Provision of Instructional Materials Resource List provides all the instructional materials that will appear in the survey's questions with drop-down menus.

Please ensure the naming convention for the products you list on this form mirrors the naming convention on the resource list (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align with the predefined answer choices provided on the survey drop-down menus.

If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, you will be asked to manually enter the publisher and product name(s).

It is highly recommended to refer to [this resource](#) while completing this prework form.

Instructional Materials Procurement Reminder

Beginning in the 2026–27 school year, local school systems may not locally adopt, use, or spend any funds to procure materials placed on the list of SBOE-Rejected Instructional Materials (TEC, §§31.024 and 31.106).

Certification 2026–27 Survey Questions

Background Information

QUESTION 1.0:

Name of person completing this form:

QUESTION 1.1:

Your email address:

QUESTION 1.2:

Select the role that best describes your position at your district or charter: [Single Select]

- Instructional Materials Coordinator
- Curriculum Director
- Principal
- Administrative Assistant
- Superintendent
- Other

Local School System Information

Please note: The information provided will be publicly accessible. Only school-related details should be entered in the fields below (e.g., use work-related email addresses).

QUESTION 2.0:

Region #

QUESTION 2.1:

School system name and number

QUESTION 2.2:

Name of superintendent

QUESTION 2.3:

Email address of the superintendent

QUESTION 2.4:

Name of the school board president or officer of the governing body

QUESTION 2.5:

Email address of the school board president or officer of the governing body

QUESTION 2.6:

Date of the local board of trustees or governing body meeting at which the certification prework form was presented and approved?

Reading Language Arts Certification

Scope and Sequence: All Grade Levels RLA

QUESTION 3.0:

Are instructional materials for English RLA and phonics managed at the local school system level and generally consistent across classrooms within the same grade level?

- Yes
- No

English Reading Language Arts K–5 TEKS Coverage Certification

QUESTION 4.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **English RLA TEKS grades K–5?** (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials.) [Single Select]

- Yes
- No

English Reading Language Arts K–5 Instructional Materials

QUESTION 5.0:

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

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

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

English RLA and/or Phonics grades K-5 full-subject and/or supplemental publisher(s)/ product(s) used:

QUESTION 5.1:

(If above answer includes SBOE-Approved Bluebonnet Learning instructional materials):

What is the estimated unique count of students in your local school system that are using Bluebonnet Learning Reading Language Arts, Edition 1 (grades K-5) in their classroom on a regular basis?

QUESTION 5.2:

(If above answer includes SBOE-Approved Bluebonnet Learning instructional materials):

What is the estimated unique count of students in your local school system that are using Bluebonnet Learning Foundational Skills, Edition 1 (grades K-3) in their classroom on a regular basis?

Spanish Reading Language Arts K–5 TEKS Coverage Certification

QUESTION 6.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **Spanish RLA TEKS grades K–5**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

Yes

No

Spanish Reading Language Arts K–5 Instructional Materials

QUESTION 7.0:

Share the **full subject and/or supplemental** publisher(s)/product(s) that teachers in your district will use regularly (once a week or more, on average) for **Spanish RLA and/or Phonics grades K–5** instruction to ensure coverage of 100% of the TEKS. [Single select for each grade band]

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

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

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

QUESTION 7.1:

(If above answer includes Aprendizaje Bluebonnet instructional materials):

What is the estimated unique count of students in your local school system that are using Aprendizaje Bluebonnet Artes del lenguaje y lectura, (grados K-5) in their classroom on a regular basis?

QUESTION 7.2:

What is the estimated unique count of students in your local school system that are using Aprendizaje Bluebonnet Destrezas fundamentales, (grados K-3) in their classroom on a regular basis?

English Reading Language Arts (RLA) 6–8 TEKS Coverage Certification

QUESTION 8.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **English RLA TEKS grades 6–8**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

Yes

No

English Reading Language Arts (RLA) 6–8 Instructional Materials

QUESTION 9.0:

Share the **full subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system will use regularly (once a week or more, on average) for **English RLA grades 6–8** instruction to ensure coverage of 100% of the TEKS.

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

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

English RLA grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

English Reading Language Arts (RLA) 9–12 TEKS Coverage Certification

QUESTION 10.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **English RLA TEKS grades 9–12**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials.)

Yes

No

English Reading Language Arts (RLA) 9–12 Instructional Materials

QUESTION 11.0:

Are the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system will use regularly (once a week or more, on average) for **English RLA grades 9–12** instruction to ensure coverage of 100% of the TEKS.

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

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

English RLA grades 9–12 full-subject and/or supplemental publisher(s)/product(s) used:

Mathematics Certification

Scope and Sequence: All Grade Levels Mathematics

QUESTION 12.0:

Are instructional materials for mathematics managed at the school system-level and generally consistent across classrooms within the same grade level?

Yes

No

Mathematics K–5 TEKS Coverage Certification

QUESTION 13.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **mathematics TEKS grades K–5**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

Yes

No

Mathematics K–5 Instructional Materials

QUESTION 14.0:

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

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

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

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

QUESTION 14.1:

(If above answers include Bluebonnet Learning instructional materials):

What is the estimated unique count of students in your local school system that are using Bluebonnet Learning, Edition 1 (grades K–5) in their classroom on a regular basis?

Mathematics 6–8 TEKS Coverage Certification

QUESTION 15.0

For school year 2026–27, will your local school system provide materials to cover 100% of the **mathematics TEKS grades 6–8**? (This includes teacher- or district-developed materials. You may select “yes” even if not all classrooms use the same materials). [Single Select]

- Yes
- No

Mathematics 6–8 Instructional Materials

QUESTION 16.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **mathematics grades 6–8** instruction to ensure coverage of 100% of the TEKS.

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

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Mathematics grades 6–8 full-subject and/or supplemental publisher(s)/product(s) used:

QUESTION 16.0B:

(If above answers include Bluebonnet Learning instructional materials instructional materials):

What is the estimated unique count of students in your local school system that are using Bluebonnet Learning Secondary Mathematics, Edition 1 (grades 6–8, Algebra I) in their classroom on a regular basis?

Advanced Mathematics 6–8 Instructional Materials

QUESTION 17.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **advanced mathematics grades 6–8** instruction to ensure coverage of 100% of the TEKS.

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

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Advanced Mathematics grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

Mathematics 9–12 TEKS Coverage Certification

QUESTION 18.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **mathematics TEKS grades 9–12**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

- Yes
- No

Mathematics 9–12 Instructional Materials

QUESTION 19.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **mathematics grades 9–12** instruction to ensure coverage of 100% of the TEKS.

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

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Mathematics grades 9–12 full-subject and/or supplemental publisher(s)/product(s) used:

Social Studies Certification

Scope and Sequence: All Grade Levels Social Studies

QUESTION 20.0:

Are instructional materials for social studies managed at the school system level and generally consistent across classrooms within the same grade level?

- Yes
- No

Social Studies K–5 TEKS Coverage Certification

QUESTION 21.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **social studies TEKS grades K–5**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials)

- Yes
- No

Social Studies K–5 Instructional Materials

QUESTION 22.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **social studies grades K–5** instruction to ensure coverage of 100% of the TEKS.

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

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

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

Social Studies 6–8 TEKS Coverage Certification

QUESTION 23.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **social studies TEKS grades 6–8**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials)

- Yes
- No

Social Studies 6–8 Instructional Materials

QUESTION 24.0:

Select **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **social studies grades 6–8** instruction to ensure coverage of 100% of the TEKS.

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

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided

on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Social Studies grades 6–8 full-subject and/or supplemental publisher(s)/product(s) used:

Social Studies 9–12 TEKS Coverage Certification

QUESTION 25.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **social studies TEKS grades 9–12**? (This includes teacher- or district-developed materials. You may select “yes” even if not all classrooms use the same materials)

- Yes
- No

Social Studies 9–12 Instructional Materials

QUESTION 26.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **social studies grades 9–12** instruction to ensure coverage of 100% of the TEKS.

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

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Social Studies grades 9–12 full-subject and/or supplemental publisher(s)/product(s) used:

Science Certification

Scope and Sequence: All Grade Levels Science

QUESTION 27.0:

Are instructional materials for science managed at the school system level and generally consistent across classrooms within the same grade level?

- Yes
- No

Science K–5 TEKS Coverage Certification

QUESTION 28.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **science TEKS grades K–5**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials)

- Yes
- No

Science K–5 Instructional Materials

QUESTION 29.0:

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

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

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

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

Science 6–8 TEKS Coverage Certification

QUESTION 30.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **science TEKS grades 6–8**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials)

- Yes
- No

Science 6–8 Instructional Materials

QUESTION 31.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **science grades 6–8** instruction to ensure coverage of 100% of the TEKS.

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

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Science grades 6–8 full-subject and/or supplemental publisher(s)/product(s) used:

Science 9–12 TEKS Coverage Certification

QUESTION 32.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **science TEKS grades 9–12**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials)

- Yes
- No

Science 9–12 Instructional Materials

QUESTION 33.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your district or charter will regularly use (once a week or more, on average) for **science grades 9–12** instruction to ensure coverage of 100% of the TEKS.

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

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Science grades 9–12 full-subject and/or supplemental publisher(s)/product(s) used:

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The Children's Internet Protection Act

The Children's internet protection Act (CIPA) was enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the Internet. (You may find more information on the FCC website.)

In accordance with Texas Administrative Code 19 TAC §66.105, school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C, Section [28.0022](#), [Section 43.22](#), Penal Code, and any other law or regulation that protects students from obscene or harmful content.

QUESTION 34.0:

Does your district or charter school protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C), Section 28.0022, Penal Code, and any other law or regulation that protects students from obscene or harmful content?

Yes

No

Additional Informational Questions (Optional)*

QUESTION 35.0:

Has your local school system used, or plan to use, [Instructional Materials Review and Approval \(IMRA\)](#) reports to inform local adoption decisions for ELAR, SLAR, phonics, and mathematics instructional materials?

- Yes
- No

QUESTION 35.1:

If “Yes” is selected: In which subject area(s) have you used the IMRA reports to obtain information about the quality of products? *

- English reading language arts
- Spanish reading language arts
- English phonics
- Spanish phonics
- Full-subject, Tier one mathematics
- Supplemental mathematics

QUESTION 35.2:

On a scale from 0 to 10, how likely are you to recommend the use of IMRA reports to support local adoption of HQIM? 0 (Not at all) to 10 (Extremely likely) *

- 0.
- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

QUESTION 36.0:

Assessment Platform: Select the assessment platform (if any) your local school system leverages for unit/module, diagnostic, or interim, and for which type of assessments.

Product	Interim	Diagnostic	Unit/Module Formatives
Eduphoria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DMAC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas Formative Assessment Resource	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STAAR Interim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

QUESTION 37.0:

What approach does your school system take to making full-subject instructional materials available to teachers and staff?

- Teachers access educational applications through a Single Sign On platform (e.g., Clever, ClassLink)
- Teachers access educational applications within a Learning Management System (e.g., Schoology, Google Classroom, Canvas, Moodle)
- Teachers log directly to publisher curriculum platforms (e.g., HMH Ed, Savvas Realize, Amplify, Great Minds)
- Teachers access copied files or links within a Learning Management System (e.g., Google Classroom, Canvas, Moodle)
- Teachers access copied files or links within a Student Information System (e.g., PowerSchool, Infinite Campus, Skyward)
- Teachers access copied files or links in a shared cloud drive (e.g., Google Drive, OneDrive, Dropbox)
- Teachers access copied files or links through a district resource portal (e.g., SharePoint, Google Site, intranet)
- Other (Please Explain):

Other Certified Subject Areas

QUESTION 38.0:

Please select each subject in the required curriculum below for which your district provides each student with instructional materials that cover all elements of the essential knowledge and skills, as referenced in [Texas Education Code 28.002](#): [multiple select]

- Languages other than English (LOTE)
- Health, with emphasis on the importance of proper nutrition and exercise
- Physical education
- Fine arts
- Career and Technical Education (CTE)
- Technology applications
- Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature.
- Personal financial literacy
- None

Certification 2026–27 Survey Ratification

[Print, Sign, and Upload via Qualtrics]

In accordance with [Texas Education Code §31.1011](#), school districts and open-enrollment charter schools are required to certify annually to the State Board of Education and the commissioner that, for each subject in the required curriculum other than physical education, students have access to instructional materials that cover all the Texas Essential Knowledge and Skills (TEKS) for the coming school year. Additionally, in accordance with Texas Administrative Code [19 TAC §66.105](#), school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C).

These certifications must be ratified by local school boards of trustees or governing bodies in public, noticed meetings. Districts and open-enrollment charter schools will be unable to order instructional materials through EMAT until the certifications have been received by the Texas Education Agency (TEA)

District County Number (6-digit ID):

District Name:

Date of Ratification by Local School Board of Trustees or Governing Body:

Signature of the Board President and Secretary or Governing Board Officer

Board President

Date

Board Secretary

After ratification, please scan the last page of this form and submit it to TEA through the electronic Qualtrics Certification of Provision of Instructional Materials Survey.

- The Certification 2026–27 Survey will be available on the Certification of Provision of Instructional Materials web page and open for submissions beginning **Tuesday, February 17, 2026.**