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A meeting of the Board of Trustees of the Bryan Independent School District will be held on Monday, April 7, 2025, beginning at 12:00 PM in the Boardroom of the Administration Building, 801 South Ennis Street, Bryan, Texas 77803, where a quorum of the Board of Trustees will be present.

The subjects to be discussed, considered, or upon which any formal action may be taken are listed below. Items do not have to be taken in the order shown on this meeting agenda. A closed meeting may be held at any time during the open meeting as authorized by various sections of the Texas Government Code. When this occurs, a formal statement will be made by the president or presiding officer of the Board of Trustees.

**1. Call To Order**

**2. Welcome**

**3. Information Items**

3.A. Teaching and Learning Update



# Teaching & Learning Update

April 7, 2025

# Teaching & Learning Update

**A-F  
Accountability**



**Texas Strategic  
Leadership**



**Assessments  
FOR Learning**



**Data-Informed  
Decision-Making**



# Historical Review of State Assessments & Accountability Systems

2021-2022  
STAAR 1.0  
Rating of 86 B

2022-2023  
STAAR 2.0  
No Ratings

2023-2024  
STAAR 2.0  
No Ratings

| Year             | Rating    |  |
|------------------|-----------|--|
| 2017-2018        | 75        | Start of A-F System,<br>Replaced 4 Index System    |
| 2018-2019        | 79        |  |
| 2019-2020        | No Rating | No Ratings due to COVID                            |
| 2020-2021        | NR (84)   | No Ratings due to COVID                            |
| 2021-2022        | 86        | Final Year of STAAR 1.0 and<br>Original A-F System |
| <b>2022-2023</b> | No Rating | <b>STAAR 2.0<br/>New A-F Rating System</b>         |
| <b>2023-2024</b> | TBD       | <b>STAAR 2.0<br/>New A-F Rating System</b>         |

# 2022-2023 New State Assessment & New Accountability System

## STAAR 2.0

### STAAR/EOC Changes in Summary

2021-2022  
STAAR 1.0  
Rating of 86 B

2022-2023  
STAAR 2.0  
No Ratings

2023-2024  
STAAR 2.0  
No Ratings



**Structure**  
Changes to the structure of the assessment and question types.



**Cut Points**  
Changes to the cut points and scale scores in the accountability system. (Zone of Uncertainty - TEA)



**Content**  
Changes to the content of the assessment, writing is now a component on all assessments.



**Methodology**  
Changes to the methodology of the calculations in the accountability system for campuses as well as the district. Districts now have a rating derived based on the number of students enrolled at each campus rather than tests taken.



**Indicators**  
Changes to the elements and indicators in the accountability system

***From TEA: "It is possible that a campus with an A in 2022 may improve in 2023 and yet receive a B"***

# Changes with STAAR 2.0

2021-2022  
STAAR 1.0  
Rating of 86 B



## Structure

Technology Enhanced Questions: Drag and Drop, Hot Spots, Multi-select, In-Line Choice, Highlight, Graph

Computer-Based administration for all students.

2022-2023  
STAAR 2.0  
No Ratings



## Content

Changes to the content of the assessment: writing is now a component of all assessments.

2023-2024  
STAAR 2.0  
No Ratings

Short-Constructed Responses (All Subjects)  
Extended-Constructed Responses

# Accountability Refresh

2021-2022  
STAAR 1.0  
Rating of 86 B



## Indicators

Changes to the elements and indicators in the accountability system; new indicator in Domain 2 for accelerated learning.

2022-2023  
STAAR 2.0  
No Ratings



## Cut Points

Changes to the cut points and scale scores in the accountability system. (Zone of Uncertainty - TEA)

College, Career, Military Readiness: previously a rate of 60 would scale to a score of 90. Under the new scaling, a district would need a rate of 88 to scale to a 90.

2023-2024  
STAAR 2.0  
No Ratings

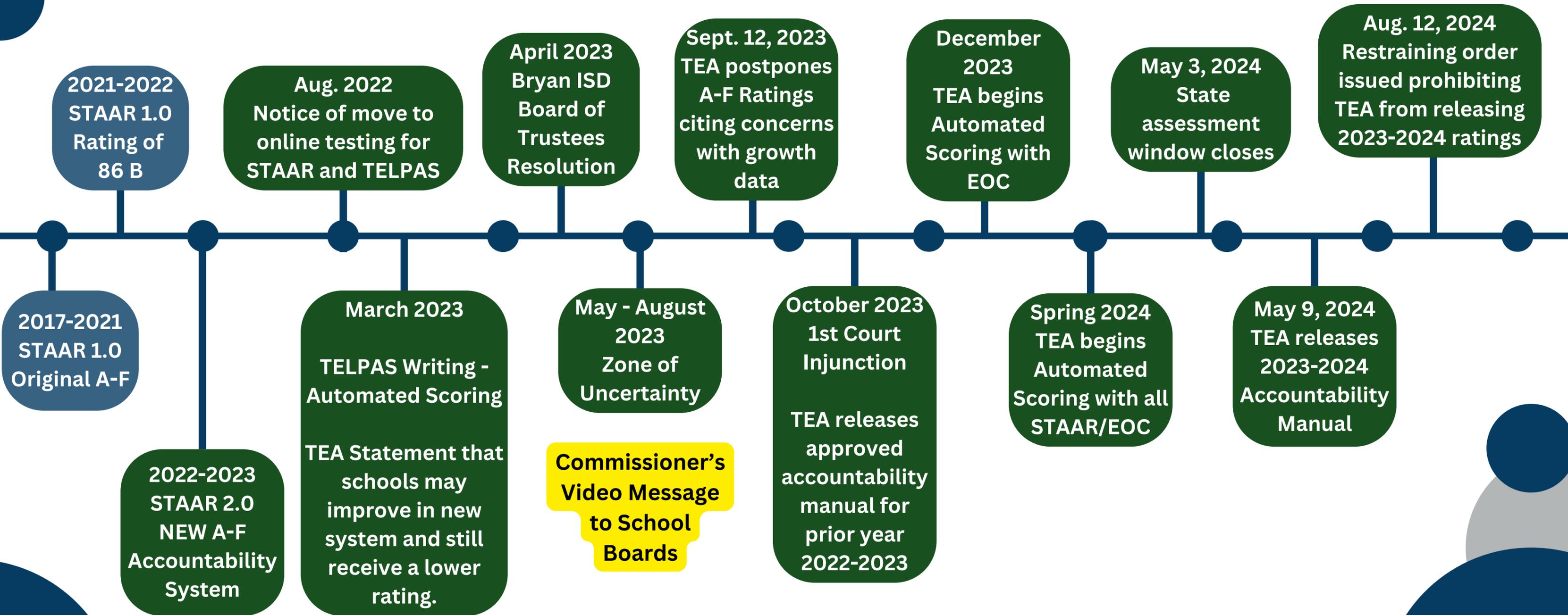


## Methodology

Changes to the methodology of the calculations in the accountability system for campuses as well as the district. Districts now have a rating derived based on the number of students enrolled at each campus rather than tests taken. Changes to Domain 3 groups and methodology.

**TEA: "It is possible that a campus with an A in 2022 may improve in 2023 and yet receive a B"**

# STAAR Redesign & Accountability Refresh





# Same Student Achievement – Different Results

*STAAR 1.0 & Original  
Accountability System*



**UNPRECEDENTED  
STUDENT GROWTH!**



**"B" (86)**  
2022 TEA  
ACCOUNTABILITY RATING  
Bryan ISD's Highest Rating Yet

**"A" (92) College, Career &  
Military Readiness Score**

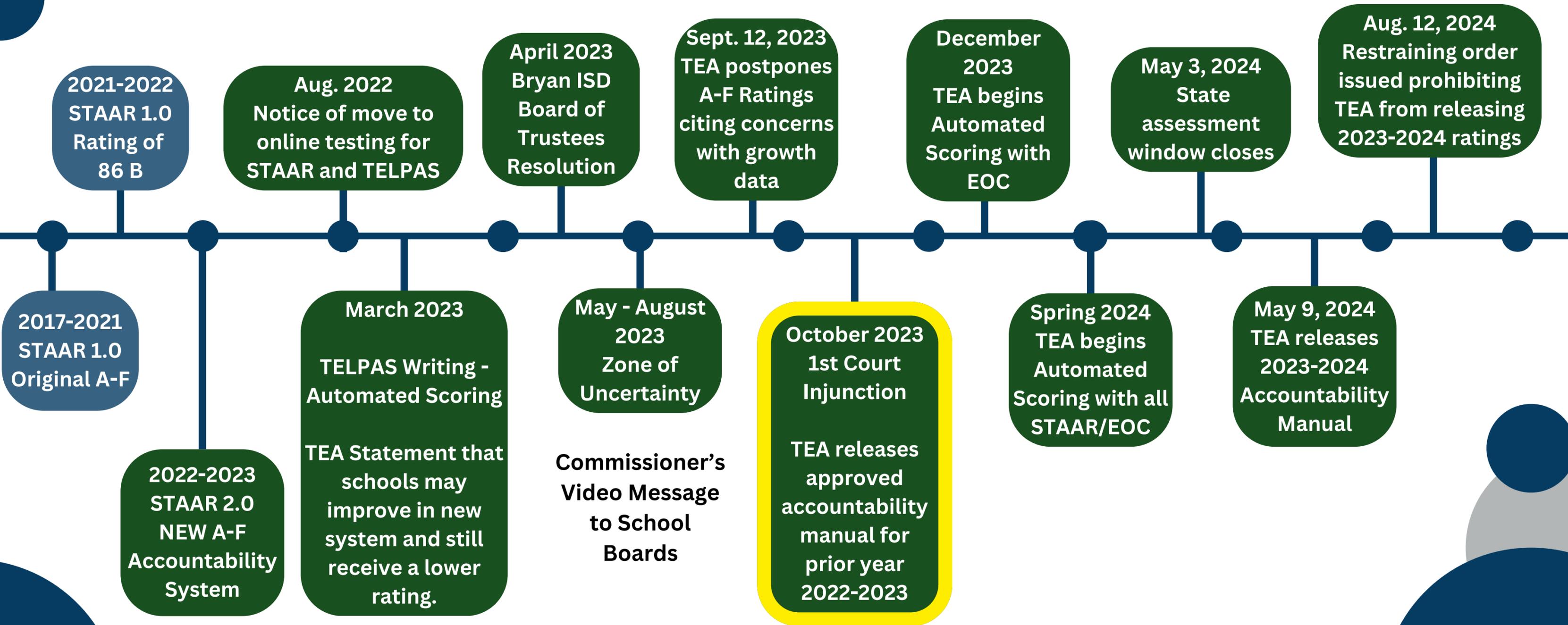
**91% Graduation Rate**

Under the New  
Accountability System  
the District Rating for  
2021-22 would have  
been a

**75**



# STAAR Redesign & Accountability Refresh



# Court Injunction of 2022–2023 Ratings

2021-2022  
STAAR 1.0  
Rating of 86 B

2022-2023  
STAAR 2.0  
TBD

2023-2024  
STAAR 2.0  
TBD

## General Arguments

- Lack of fair notice regarding calculations of A–F grades
  - Accountability Manual for 2022–2023 was adopted nearly 6 months after students had taken the assessments.
  - Lagging indicators of CCMR, Graduation, etc.
- STAAR test not valid or reliable
- Lower grade, even if the results improved

## UPDATE: April 3, 2025

- 15th Court of Appeals issues judgement
- The Court determined that the trial court erred in granting a temporary injunction preventing the Agency from issuing 2023 A–F ratings and ordered that the trial court’s decision be reversed and that the case be dismissed with prejudice.

# 2023-2024 Ratings Postponed - Restraining Order

2021-2022  
STAAR 1.0  
Rating of 86 B

2022-2023  
STAAR 2.0  
No Ratings

2023-2024  
STAAR 2.0  
TBD

## General Arguments

- Lack of fair notice regarding calculations of A-F grades
- Argues the Commissioner “has made it mathematically impossible for many school districts and campuses to achieve an A rating.” Chapter 39.054(b)
  - CCMR moved from a 60 to earn an A to an 88 - retroactively.
- Commissioner did not ensure that the test was, on the basis of empirical evidence, determined to be **valid** and **reliable** by an entity that is independent of TEA and of the entities that developed the assessment instrument. See Tex. Educ. Code § 39.023(a-11)
- Changes to testing of special education students. “Students were set up for failure because they were forced to take a test that was not appropriate for their educational needs.”
- AI used to grade STAAR written responses

# Multilayered Plans of Action



**Tight Alignment  
& Shared  
Responsibility**



**Curriculum &  
Instruction  
Coaching and  
Support**



**Focused  
Improvement  
Planning**

# Shared Ownership & Support

## District Supports On-Campus

- C&I Support Walks
- Foundations Trend Data Walks
- Campus Support Team
- District Staff Deployed for On-Campus Support (3 days/week)

## Learning Acceleration Support Opportunities (LASO) Grant

- All Intermediate and Middle Schools
- Executive Coaching Support focusing on teacher observation and feedback along with data-driven instruction



**TEXAS  
STRATEGIC  
LEADERSHIP**

## Texas Strategic Leadership

- TEA Initiative funded by the Commissioner, free to selected districts; Facilitated by Regional Service Centers (ESC6)
- Goal: Focused on Instructional Strategic Planning to design district systems to achieve the envisioned student experience.
- Expected Outcome: Instructional Strategic Plan that focuses on implementation, performance management, and systems alignment.

# Assessments FOR Learning

- provide data to **drive instructional decisions** at all levels from student to campus to district
- ensure that students are recipients of instruction anchored in a **guaranteed curriculum** that provides instruction on all student expectations provided by the state standards.
- ensures that students are recipients of instruction from a **viable curriculum taught in alignment with the district's scope and sequence**
- Data generated by the assessments should be analyzed and used to **guide instruction and instructional decisions**



# Stakeholder Feedback



- **Staff and Parent concerns about the number of tests students must take throughout the year**
  - In response, the district reduced the number of MAP assessments, by removing the Middle of the Year MAP testing.
- **Teacher and Administrator requests for Benchmarks that are aligned with the scope and sequence.**
  - In response, a Fall Benchmark was reintroduced and MOY MAP was removed.
- **Staff is concerned that MAP is not aligned with STAAR 2.0 and does not provide enough information to design instruction to meet student needs.**
  - Statewide data indicates that at all levels, using either locally developed assessments or STAAR results in a higher correlation with T-TESS than NWEA MAP.

# Assessments FOR Learning Options

## Grades 3–12 Core Academics:

- Option 1 (Can also be used for TIA):
  - Continue to utilize NWEA MAP in grades 3–12 for ELA, Math, and Science
- Option 2 (Can also be used for TIA):
  - STAAR Grades/Subjects
    - Pre-Test: District Created using STAAR released questions aligned to STAAR 2.0
    - Post-Test: STAAR
  - Non-STAAR Grades/Subjects
    - Pre-Test: District Created using ESC10 Test Bank aligned to grade level TEKS
    - Post-Test: District Created using ESC10 Test Bank aligned to grade level TEKS



Feedback from  
Teachers,  
Administrators,  
and Teaching &  
Learning Staff

## Grades K–2 Core Academics:

- Continue to utilize NWEA MAP Growth and MAP Fluency for Lexile levels.
  - *Note:* Grades 3–4 would also continue with MAP Fluency for Lexile levels.

# Data-Informed Decision-Making

- **Frontline – Forecast5 (5Lab, 5Cast)**
  - Approved in October 2021
  - Integrated Data Reporting & Visualization
- **New: Skyward**
  - Enterprise (Business, Human Resources)
  - Student Information System (In progress, Live July 2025)
- **Eduphoria – Aware**
  - Student instructional assessment and data analytics
  - **NEW:** The upgraded version would provide additional data visualization tools and improved analytics for data-informed instruction.
- *The new features included in Skyward and Aware Premium could replace those utilized in 5Lab and 5Cast. 5Sight would still be needed for statewide comparison data and visualizations.*





# Teaching & Learning Update

April 7, 2025

### 3.B. Strategic Plan Update

BRYAN INDEPENDENT  
SCHOOL DISTRICT

# STRATEGIC PLANNING COMMITTEE



**MEETING 03**

April 3, 2025

# BOARD OF TRUSTEES



*Bottom Row: Dr. Julie Harlin, Ruthie Waller, Felicia Benford*

*Top Row: David Stennis, David Stasny, Leo Gonzalez, II, Joel Bryan*

# DISTRICT LEADERSHIP AND COMMITTEE RESOURCES



**Ginger Carrabine**  
Superintendent of Schools



**Dr. Brian Merrell**  
Deputy Superintendent



**Kevin Beesaw**  
Assistant Superintendent  
of Business Services



**Bobby Griffin**  
Project Manager

# OUR COMMITTEE MEMBERS

- Nearly 50 citizens committed to the students of Bryan ISD
- Represent a diverse cross section of our district
- Bring varying perspectives from our communities



# STRATEGIC PLANNING DEFINED

## Areas of Strategic Focus



## Guides and Measures

### Mission

Bryan ISD, through innovation and choice in educational offerings, will provide positive experiences that ensure high school graduation and post-secondary success.

### Vision

Children First. Always.

### Board Goals

**Academic Goal:** Empower the academic and post-graduation success of every student.

**Culture/Climate Goal:** Foster and sustain a culture and climate that encourages a shared responsibility for a positive learning environment that encourages engagement in academic, extracurricular, and service activities.

**Workforce Goal:** Recruit and retain a high-quality workforce through competitive benefits, differentiated professional learning, and providing appropriate resources and support to ensure a positive work environment.

**Community Engagement Goal:** Actively partner with students, family, staff and the community to promote collaborative stakeholder engagement to achieve the District's vision.

**School Safety and Security Goal:** Ensure a physically and emotionally safe and secure learning environment while welcoming all students, staff, and visitors.



# DEPARTMENT UPDATES

# LEADERSHIP TEAM



**Julea Johnson**  
Executive Director,  
Technology Services



**Rob Hayes**  
Director  
Technical Support



**Jennifer Lemons**  
Director  
Data Services



**Jana Wenzel**  
Asst. Director  
Instructional Technology



# THE TEAMS



## Data Services

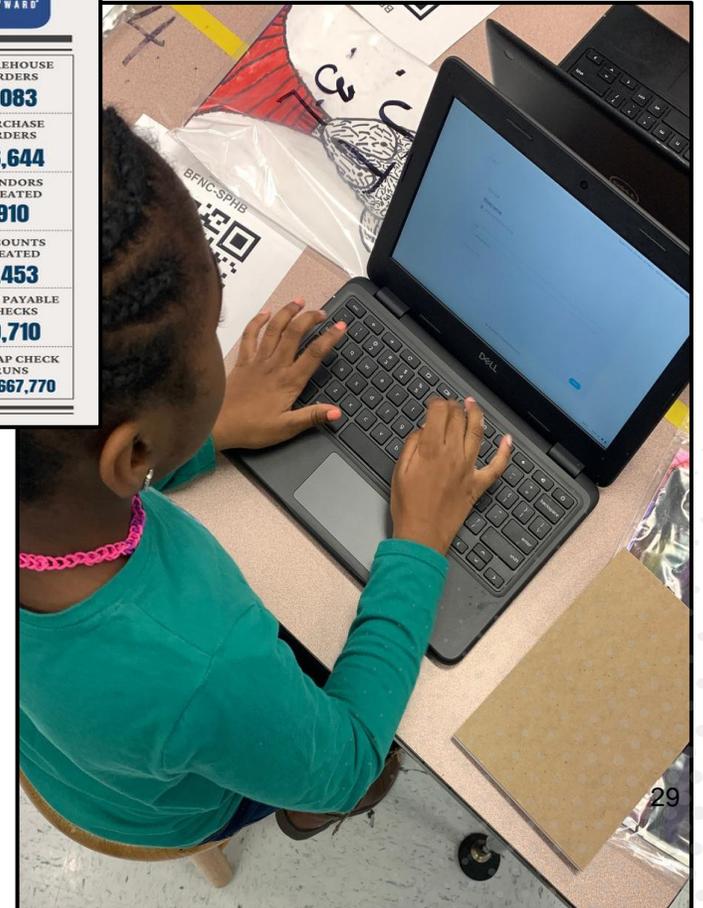
- Student Information System
- Business Software (Enterprise Resource Planning)
- State Reporting (PEIMS, EdFi)
- Student Enrollment
- Data Validation Teams
- Records Management



## Technical Support

- Help Desk
- Network Infrastructure
- Telecommunications, 2,400+ phones
- Closed Circuit Security Cameras, 1600+, 18 servers. The average age of the cameras is 8 years
- Account Management and Email Retention
- Computer Management, Purchasing, Inventory - over 20,000 devices
- Internet Filtering
- Informacast System to support PAs and Security Notifications
- Schools and Libraries Program Universal Service Fund (E-Rate)

| BIG MILESTONES  | Breaking News   | JANUARY 2025  |
|---|---|---|
| <b>SKYWARD-VERSARY</b>  |   |   |
| <b>ONE YEAR LIVE ON SKYWARD!</b>  |   |   |
|  | ZOOM<br><b>132</b><br>SESSIONS  | HOURS SPENT<br><b>380</b><br>ON ZOOM  |
|   | MEETINGS<br><b>32</b><br>WITH SANDY   |  |
| TIME OFF REQUESTS<br><b>7,566</b>   | HAPPY 1 YEAR ANNIVERSARY WITH SKYWARD!<br>What a ride this has been! Each one of you made the migration to Skyward a success. Each day you showed up, put one foot in front of the other and never gave up. Not only do these numbers show greatness, they also show that each of you...<br>Persevered to achieve success<br>Focused on the process to make it better<br>Never failed to take the small steps that led to progress<br>Cultivated patience<br>Stayed committed<br>Were disciplined, adaptable, and flexible<br>Found strength in the hard times<br>And mastered your craft in Skyward<br>Thank you for all of your hard work!<br><i>Jennifer &amp; Allen</i> | WAREHOUSE ORDERS<br><b>3083</b>   |
| TIMESHEETS APPROVED<br><b>4,336</b>   |   | PURCHASE ORDERS<br><b>16,644</b>  |
| CONTRACTS ISSUED<br><b>1,773</b>  |   | VENDORS CREATED<br><b>910</b>   |
| EMPLOYEES ADDED IN SKYWARD<br><b>403</b>  |   | ACCOUNTS CREATED<br><b>5,453</b>  |
| TRS RECORDS CREATED<br><b>44,287</b>  |   | ACCT PAYABLE CHECKS<br><b>10,710</b>  |
| 2024 PAYROLLS<br><b>\$131,856,620</b>   |   | 2024 AP CHECK RUNS<br><b>\$30,667,770</b>   |



# THE TEAMS



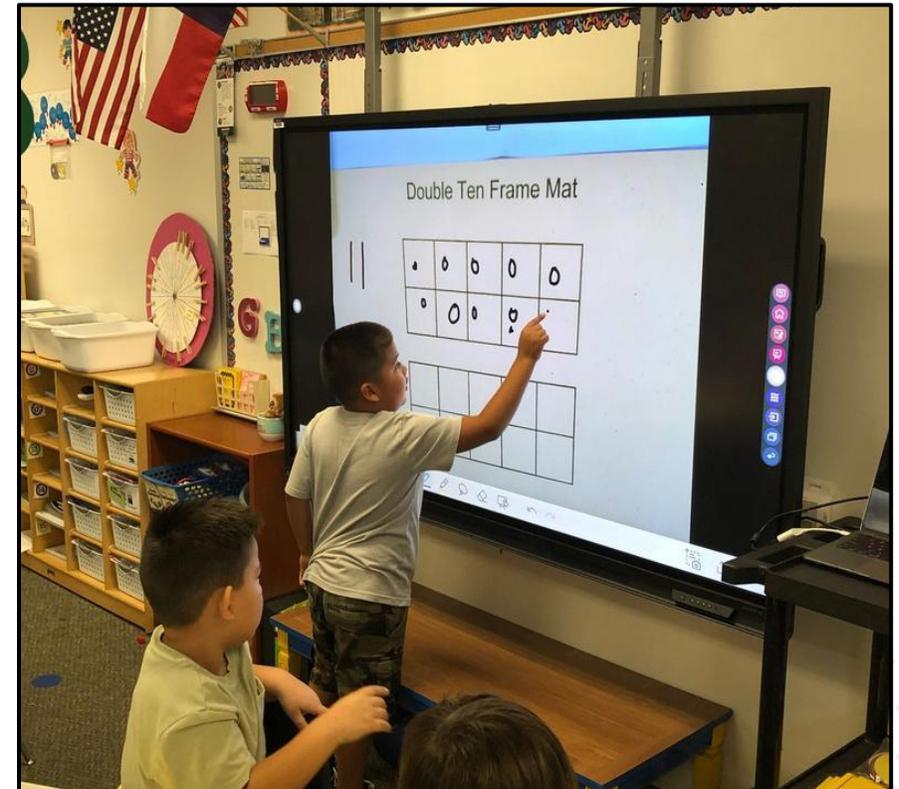
## Instructional Technology

- Provides integration professional development training
- EdTech Support for Interactive Board - 1300 district-wide
- Evaluates Online Resources
- Data Privacy Agreements
- Single Sign On (SSO)
- Training for district-wide initiatives - Duo, Skyward Gradebook and App, Blended Learning, and Cybersecurity
- Purchase and Distribution of Instructional Resources
- Facilitate the adoption of SBOE-approved materials
- Oversee Library Services - Library Coordinator and 10 Library Media Specialists



## Cyber Security

- Annual Cybersecurity Audit by an outside consultant
- Quarterly Cybersecurity Committee Meetings
- Implementation of Two-Factor Authentication
- Cybersecurity Response Plan



# AREAS OF NEED/ DISCUSSION/ CONSIDERATION

- The current District phone system (Voice over Internet Protocol, VOIP) was purchased and installed with 5 years of support with the last Bond and will need to be renewed.
- Public Address (PA) system replacements included in last Bond; speakers were not included as part of scope. Most building speakers are original and need updating. Additional outdoor speakers are needed for clearer alerts on playgrounds.
- Camera upgrades and storage for the footage are needed at some campuses for improved visibility and reliability.
- Approximately 430 classroom touch displays will be reaching end of life in the next 1-5 years.
- Possibility of classroom audio and safety systems.





# Strategic Planning: Safety & Security

April 3, 2025



# Top Priority: Safety

- **School Safety & Security Board Goal**
  - Ensure a physically and emotionally safe and secure learning environment while welcoming all students, staff, and visitors.
- **Safety & Security Committee**
  - A comprehensive group of stakeholders including board members, local law enforcement, first responders, parents, community members, and others.





# Ahead of State-Wide Mandates



## Security Vestibules & Intruder Resistant Film

- Security vestibules at all campuses
- Shatter resistant film applied to all security vestibules, exterior doors, and adjacent windows



## Access Control

- Raptor Visitor Management System screens visitors, volunteers, contractors



## School Resource Officers

- Currently 10 School Resource Officers
- 15 Armed Security Officers



# Ahead of State-wide Mandates



## Surveillance Cameras

- 1,660 cameras district-wide
- Technology infrastructure to support all tools



## Campus Maps

- Accurate site layouts with exterior and interior door numbers
- Up is North
- Alphanumeric grid
- Information provided to first responders



## Night Locks

- Supplemental barricade for lockdowns
- No need to barricade doors with furniture



# Mandatory Safety Audits



## Safety & Security Audit

Required once every 3 years



## District Vulnerability Assessment

Conducted once every 4 years



## Intruder Detection Audit

Conducted once per semester on every campus



# Considerations



## Vehicle Bollards

- Prevent vehicles from ramming into campus buildings
- Potential to add exterior lighting



## Graphic Window Film

- Reduce visibility into campus interiors from outside



## Weapons Detection

- Advanced technology + AI
- 1000+ pass throughs per hour



# Considerations



## Better Surveillance Technology

- Higher resolution cameras
- AI technology



## Messaging

- Message boards / monitors in hallways & classrooms
- Color-coded LED lighting



# TRANSPORTATION DEPARTMENT

**Patrick Corbett** – Interim Executive Director of Operations

**Claudell Lipscomb** – Assistant Director of Transportation

# TRANSPORTATION DEPARTMENT

**147 Total Employees**

**11 Staff**

**96 Drivers**

**31 Aides**

**9 Shop Staff**



# OVERVIEW OF DEPARTMENT



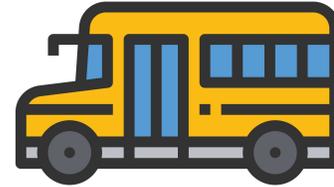
Covering 453 square miles



108 routes



Approximately 5,000 daily riders



Around 2,000 field trips each year



10,000 miles per day, totaling 1.5 million miles annually



# DISTRICT FLEET

- 90 General Education Buses (6 out of service)
- 22 ADA Buses (2 out of service)
- 11 Field Trip Buses
- 15 SUVs
- 5 Micro Buses (15 passenger vehicles, no CDL required)





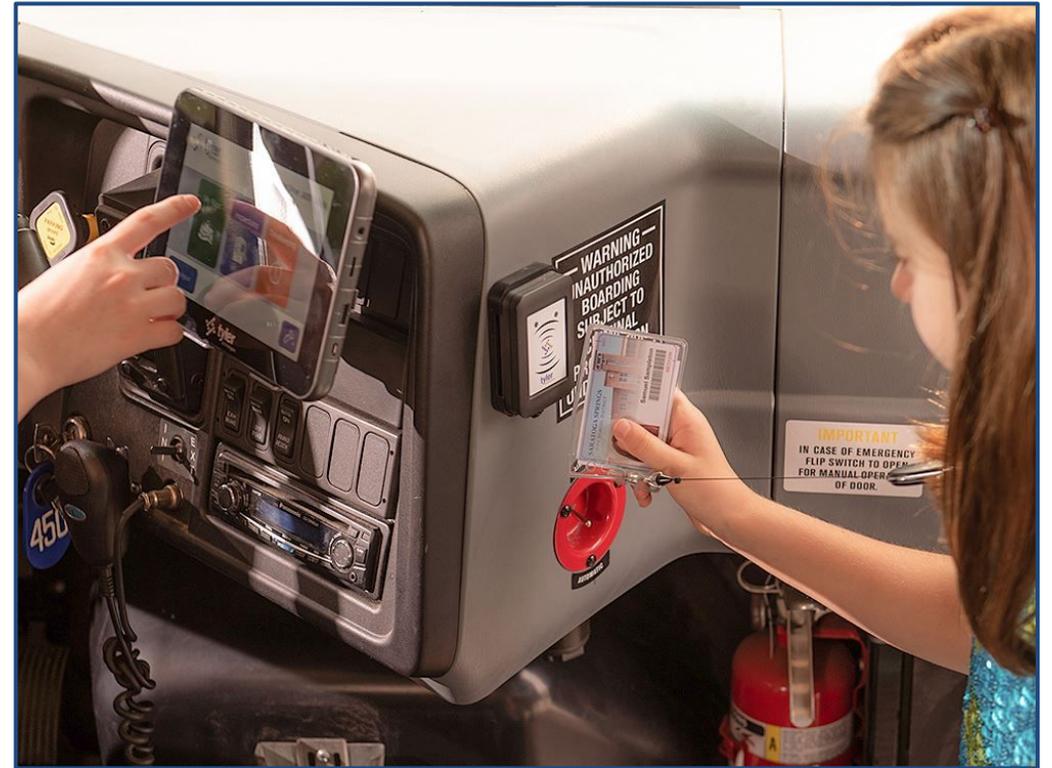
# WHITE FLEET

- 10-year life cycle
- 6-month lead time for delivery
- 7 SUVs were purchased before 2015
- 2 Sedans were purchased before 2015
- Average price: \$60,000

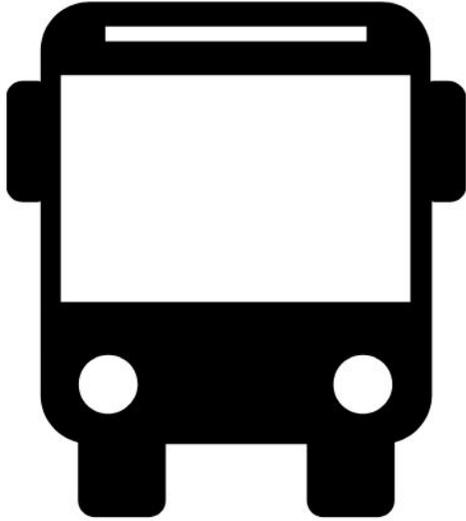
| VEHICLE                         | YEAR               |
|---------------------------------|--------------------|
| Toyota Camry                    | 2007               |
| Chevrolet Impala                | 2012               |
| Chevrolet Suburban              | 2013               |
| Chevrolet Suburban              | 2013               |
| Chevrolet Suburban              | 2014               |
| Ford Expedition                 | 2015               |
| Chevrolet Suburban              | 2015               |
| Chevrolet Suburban              | 2015               |
| Chevrolet Suburban              | 2015               |
| Ford Transit Van                | 2016               |
| Chevrolet Suburban              | 2017               |
| Chevrolet Suburban              | 2018               |
| Chevrolet Traverse              | 2019               |
| Toyota Sienna (Wheelchair Lift) |                    |
| Chevrolet Traverse              | 2021 <sup>44</sup> |
| Chevrolet Suburban              | 2021               |

# AREAS OF NEED/ DISCUSSION/ CONSIDERATION

- Updated technology to support real-time routing and card readers for tracking ridership
  - Driver Tablets- routing
  - Radio-frequency identification (RFID) for student scanning (departing/arriving)
- Comprehensive video technology system for training and monitoring
- White fleet
- Additional buses



# Examples of Underfunded Mandates



## Transportation

State Allotment: \$1,467,470

Cost: \$6,185,711

Underfunded: -\$4,718,241

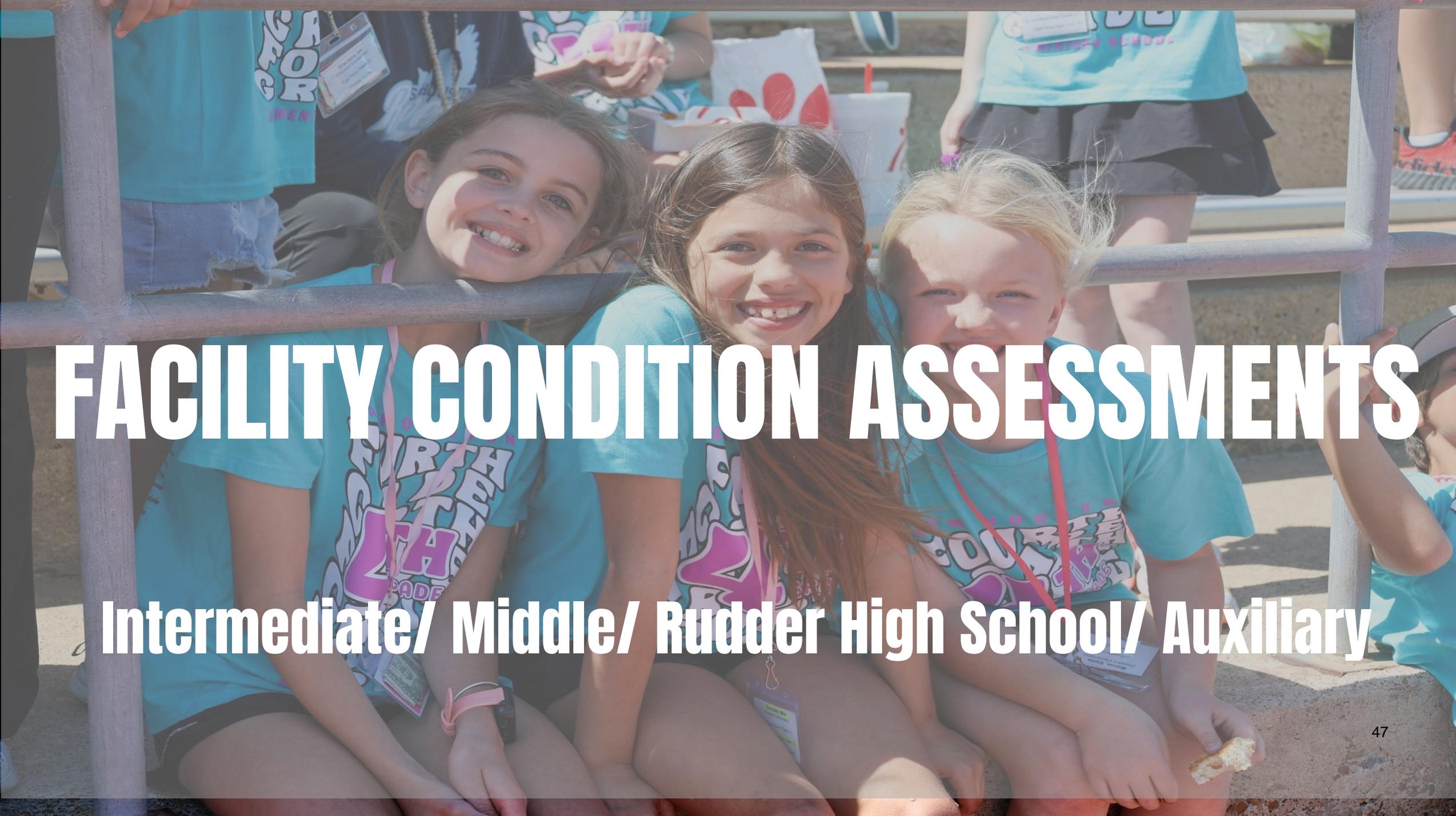


## Safety & Security

State Allotment: \$521,170

Cost: \$3,440,032

Underfunded: -\$2,918,862



# FACILITY CONDITION ASSESSMENTS

Intermediate/ Middle/ Rudder High School/ Auxiliary

# BY DEFINITION

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A facilities condition assessment is a comprehensive, systematic evaluation of existing conditions for a facility or group of facilities.

It involves a thorough, visual examination of the interior and exterior of each designated campus or site (beginning with a site-by-site, building-by-building, physical walk-through) to assess current-state conditions and anticipated remaining useful life of those buildings, sites, systems and component systems.



CIVIL



BUILDING  
ENVELOPE



ARCHITECTURE



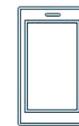
MECHANICAL



ELECTRICAL



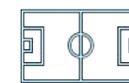
PLUMBING



TECHNOLOGY



LIFE SAFETY &  
SECURITY



SPORTS



FOOD SERVICE

**THANK YOU!**

**4. Public Comment on Agenda Item**

**5. Consent Agenda**

5.A. Consider Approval of a Truancy Grant Resolution



## RESOLUTION

WHEREAS, The Bryan ISD Board of Trustees finds it in the best interest of the citizens of Bryan that the program Justice Assistance Grant: Truancy Intervention Project be operated for the **2025-2026** school year; and

WHEREAS, The Bryan ISD Board of Trustees agrees that in the event of loss or misuse of the Criminal Justice Division Funds, the Bryan ISD Board of Trustees assures that the funds will be returned to the Criminal Justice Division in full.

WHEREAS, The Bryan ISD Board of Trustees designates Linda Montoya, Executive Director of School Leadership as the grantee's authorized official. The authorized official is given the power to apply for, accept, reject, alter, or terminate the grant on behalf of the applicant agency.

NOW THEREFORE, BE IT RESOLVED that The Bryan ISD Board of Trustees approves the grant #3299009 for the Juvenile Justice Grant: Truancy Prevention Project to the Office of the Governor, Criminal Justice Division.

So resolved, Passed and Approved on this the Monday, March 24, 2025.

Signed: \_\_\_\_\_  
Board President, David Stasny

Signed: \_\_\_\_\_  
Board Secretary, Joel Bryan

Grant #3299009



## RESOLUTION

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Signed: \_\_\_\_\_

Board-President, David Stasny

Signed: \_\_\_\_\_

Board Secretary, Joel Bryan

Grant #3299009

5.B. Consider Approval of Board Policy Update

**No-Interdistrict  
Transfers**

A nonresident student shall not be permitted to attend District schools except as provided below.

Exceptions

*Kindergarten-  
Grade 8*

A resident student in kindergarten-grade 8 who becomes a nonresident during the school year may apply to remain enrolled in the District for the remainder of the school year on a tuition basis as long as the enrollment does not place the class/school in violation of the maximum class size allowed by law.

*Grades 9-12*

A resident student in grades 9-12 who becomes a nonresident during the school year may apply to remain enrolled in the District for the remainder of high school on a tuition basis.

*Children of  
Nonresident  
Employees*

A nonresident full-time District employee may request that his or her child be admitted into District schools by filing an application with the Superintendent. Transfers shall be granted for one regular school year at a time, on a tuition-free basis.

*Bryan Collegiate  
High School*

*A nonresident student may apply to attend Bryan Collegiate High School and will be considered for enrollment after all resident students have been considered. Transfers shall be granted for one regular school year at a time, on a tuition-free basis.*

*Factors*

In approving transfers, the Superintendent shall consider availability of space and instructional staff and the student's disciplinary history and attendance records.

*Transfer  
Agreements*

A transfer student shall be notified in the written transfer agreement that he or she must follow all rules and regulations of the District. Violation of the terms of the agreement may result in a transfer request not being approved the following year.

**Tuition**

If the District charges tuition, the amount shall be set by the Board, within statutory limits.

Waivers

The Superintendent may waive tuition for a student based on financial hardship upon written application by the student, parent, or guardian. [See FP]

Nonpayment

The District may initiate withdrawal of students whose tuition payments are delinquent.

**Appeals**

Any appeals shall be made in accordance with FNG(LOCAL) and GF(LOCAL), as appropriate.

5.C. Consider Approving the Memorandum of Understanding with Educational Service Center Region 6 for Reading Academies



Dedicated to Serve

Updated March 2025

**MEMORANDUM OF UNDERSTANDING**  
**For ESC Region 6 June 2025 TEA Texas Reading Academies**  
**Local Implementation with ESC 6 as Authorized Provider**

**RECITALS**

**WHEREAS**, Education Service Center Region 6 (ESC Region 6) serves as an Authorized Provider to conduct Reading Academies as required by House Bill 3 (2019) (the “Reading Academies”); and

**WHEREAS**, the provision of Reading Academies is being regulated by the Texas Education Agency (TEA) with cooperation of Region 11 Education Service Center; and

**WHEREAS**, to accomplish the outcome of every Kindergarten (K) through 3<sup>rd</sup> Grade teacher and principals of K-3 campuses receiving Reading Academy training, TEA has published guidance in the form of letters, guidelines and other sources of information to school districts and FAQ guidance to Education Service Centers; and

**WHEREAS**, all of the TEA provided guidelines, rules and procedures indicate three (3) options (listed below) related to districts and charter schools in meeting the assurance that by the beginning of the 2024-2025 school year all K-3<sup>rd</sup> grade teachers and K-3 principals have successfully completed the prescribed Reading Academy:

- **Option 1: Use ESC Region 6 as the Authorized Provider, Implementation through ESC 6 Enrollment,** for the delivery of the Comprehensive Model for teachers.
  - District/Charter agrees to pay ESC Region 6 per participant at the TEA set rate of \$3,000 per Comprehensive Model Participant
  - ESC Region 6 assumes the cost of providing training and delivery of services
  - District/Charter assumes any cost associated with participant completion of Reading Academies including time allowances, staff travel, and substitute costs under the Teacher Comprehensive Model
- **Option 2: Local Implementation,** in which the district/charter signs an MOU with ESC Region 6 as their Authorized Provider, then the district/charter employs staff to serve as Cohort Leaders and provides the Comprehensive Model of Reading Academies locally to participants. *Effective July 2023, TEA offers Teacher Reading Academies only through the Comprehensive Model.*
  - **District/Charter pays ESC Region 6 the TEA established flat fee of \$12,000 per Cohort Leader for the Comprehensive Model with no more than 60 participants per Cohort Leader with a maximum number of one (1) Cohort per Leader. Additional cohort leaders incur the same fee, with the same cohort size limit.**

**WHEREAS**, ESC Region 6, as an Authorized Provider, will comply with all TEA guidelines, rules and procedures set forth related to Reading Academies by entering into this MOU with school districts/charters that opt to provide Reading Academy training for their K-3 teachers and K-3 Principals through Options 1 and/or 2 above; and

WHEREAS, ESC Region 6 and [redacted] ISD (hereinafter the “District or Charter”) agree that the provisions set forth in this MOU are intended to set forth the respective responsibilities of the parties regarding the provision of Reading Academies to the District or Charter;

NOW, THEREFORE, in consideration of the mutual promises and subject to terms and conditions set forth herein, the Parties hereto agree as follows:

**I. Designation by District or Charter of Reading Academies Services to be Provided by ESC Region 6**

The District or Charter opts for ESC Region 6 to serve as Authorized Provider and the district will provide Reading Academies locally using **Option 2**, as described above.

**Please initial to acknowledge your district/charter selects Option 2.**

**Option 2, Local Implementation: Use ESC Region 6 as the Authorized Provider, and District will employ staff to act as Cohort Leader(s) and provide the Comprehensive model of the House Bill 3 Texas Reading Academies locally to teachers and principals.** (Hereinafter referred to as the “Local Implementation” or the “Second Option”)

- District pays a flat fee to the Authorized Provider PER COHORT LEADER, PER COURSE TERM  
*Note: All fees are set by TEA and are valid only through June 2025.*
- **\$12,000 per Cohort Leader for the Comprehensive Model** (no more than 60 participants per Cohort Leader with a maximum number of one (1) Cohort per Leader).
- Adding a support cohort leader to a local implementation cohort, and/or exceeding the limit of 60 participants, is subject to Authorized Provider and TEA approval, and may require the LEA to pay an additional fee.
- All Cohort Leaders must pass the required TEA Cohort Leader Screening and attend mandatory TEA Cohort Leader training prior to launching a Reading Academies Cohort.
- Fees are due upon billing.
- Registration and enrollment will begin approximately 2 weeks prior to the start date of a cohort and will remain open up to 6 weeks after the cohort start date, as cohort capacity allows.
- Local comprehensive cohorts can be launched in June 2025 under the terms of this agreement.
- Comprehensive courses must be completed within the course term and within a time frame of 4 to 11 months. (Course content cannot be completed sooner than 4 months after the launch date.)

**II. Responsibilities of the Parties**

For Option 2, Local Implementation, the responsibilities of the parties are as follows:

**a. For ESC Region 6:**

1. Communicate processes and support registration, enrollment, and administrative duties associated with Reading Academies;
2. Ensure Cohort Leader(s) employed by the district have passed the required TEA screener and completed mandatory TEA training prior to cohort launch;
3. Ensure the local implementation plan includes live session dates, makeup sessions, sufficient time for coaching sessions, and fully complies with all TEA rules and guidelines;
4. Serve as the liaison between the District and TEA on all matters related to implementation of Reading Academies;
5. Conduct program evaluation as determined by TEA;
6. Monitor and support Cohort Leaders in ensuring the quality and fidelity of Reading Academy implementation;
7. Provide logistical support and technical assistance to Cohort Leader(s); and
8. Provide printed Cohort Leader facilitator guides and participant notebooks (one guide per participant) for live sessions

**b. For the District:**

1. Select and employ Cohort Leader(s) who successfully complete the required TEA screening;
2. Ensure Cohort Leader(s) attend required Cohort Leader training provided by TEA and any ongoing additional support training sessions offered by TEA.
3. Submit a local implementation plan that includes live session dates, makeup sessions, sufficient time for coaching sessions, and fully complies with all TEA rules and guidelines;
4. Provide continuous communications with ESC Region 6 Reading Academies lead staff on all aspects of implementation;
5. Support participants in the registration and enrollment process, including the creation of a TEA Learn account (Canvas LMS account provided by TEA), following guidance and support from an ESC 6 Reading Academies representative;
6. Provide all required evaluation information to ESC Region 6 that may be requested by TEA;
7. Provide all TEA requested information and documentation as implementation proceeds;
8. Pay appropriate Flat Fee(s) to ESC Region 6 upon billing;
9. Ensure all Cohort Leaders attend Cohort Leader collaboration meetings provided by ESC Region 6;
10. Ensure cohort leaders submit requested documentation to ESC 6, including tracking participant completion of Reading Academies requirements and coaching sessions;
11. Ensure participant fidelity to TEA live session attendance and participation in coaching sessions;
12. Ensure all Cohort Leaders abide by the established participant limitations and are provided appropriate time for fulfilling the roles and responsibilities of a Cohort Leader as established by TEA including:

a. The leader of a Comprehensive Cohort may lead a cohort of up to 60 participants - Comprehensive Cohort Leaders may only lead one cohort at a time, which constitutes a full time role regardless of the number of participants enrolled in the cohort.

b. Comprehensive Cohort Leader Additional Duties: A comprehensive cohort leader may have other duties and/or responsibilities that do not impede their ability to fulfil Reading Academies Cohort Leader responsibilities.

c. Cohort Leaders are responsible for providing guidance and feedback on participant artifact drafts in accordance with TEA guidelines and processes for submitting draft artifacts, prior to participants submitting artifacts for grading; Cohort leaders are responsible for providing support during the revision process for participants who do not pass artifacts in accordance with TEA guidelines for resubmission. Cohort leaders are responsible for grading participant artifacts resubmitted or submitted late, in accordance with TEA guidelines and scoring processes.

13. Acknowledge that the LEA will be held responsible for all Reading Academies Metrics as assigned by TEA. If local cohorts are not meeting expected TEA metrics, ESC 6 will consult with the district to determine the root cause and determine an action plan for addressing the root cause.
14. Acknowledge that the District will be responsible for all costs associated with Reading Academies materials beyond the allowable printing as determined by Region 6 ESC and in accordance with TEA business rules;
15. The District shall appoint a Reading Academies contact person that will communicate regularly with the Region 6 ESC Reading Academies representative and support the local coordination and implementation of Reading Academies;
16. The District shall communicate Reading Academies expectations to participants and collect signed "Participant Statement of Understanding" for all participants enrolled in the course. The statement of understanding will be provided by ESC Region 6 and should be kept for local records; and
17. The District shall ensure participants are able to complete the entirety of the Reading Academies content within the course time period, unless one of the following exceptions arises: Resignation, Retirement, Termination, Reassignment outside of K-3, FMLA, or another extreme circumstance deemed appropriate by TEA.

### **III. TERM OF AGREEMENT**

This Agreement shall be effective on June 1, 2025, and terminate, except as provided herein, on May 31, 2026, unless sooner terminated upon 30 days prior written notice by either party or upon completion of all training by ESC Region 6 of the District/Charter's personnel (the "Term"). Upon termination hereof, each party agrees to cooperate with the other to fulfill any action required by TEA in its regulation of Reading Academies.

### **IV. FEES**

Texas Reading Academies fees have been set by TEA as reflected in Section I of this MOU and will be assessed and collected by ESC Region 6 as established by TEA.

### **V. ADDITIONAL TERMS AND CONDITIONS.**

#### **1) Cohort and Participant Completion Specifics:**

- a) Registration and enrollment will begin approximately 2 weeks prior to the start date of a cohort and will remain open up to 6 weeks after the start date as cohort capacity allows;
  - b) Cohort participants failing to comply with requirements with no local plan in place for support may be removed from the Cohort at the discretion of Region 6 ESC and will be required to register and pay for another future Cohort;
  - c) Cohort participants that do not successfully complete Reading Academies according to TEA requirements will not fulfill House Bill 3 Reading Academies mandate and must register and pay for a future cohort in accordance with TEA guidelines;
  - d) Once a participant begins coursework, they will not be unenrolled from the course regardless of employment status unless removal is requested by the participant, or if the participant is inactive in the course with no communication with the cohort leader or ESC 6; and
  - e) It is the responsibility of the LEA to put in place a local policy regarding responsibility of Reading Academies fees in the event a participant does not complete Reading Academies successfully, or moves to another LEA after enrollment.
- 2) **Assignments.** Neither Party may assign this Agreement without the prior written consent of the other.
  - 3) **Entire Agreement.** This Agreement contains all of the agreement between the Parties with respect to the matters contained herein and no prior agreement or understanding pertaining to any such matters shall be effective for any purpose.
  - 4) **Independent Contractor Status.** Each party and its people are independent contractors in relation to the other party with respect to all matters arising under this Agreement. Nothing herein shall be deemed to establish a partnership, joint venture, association, or employment relationship between the parties.
  - 5) **Third Party Beneficiaries.** Nothing in this Agreement creates, or will be deemed to create, third party beneficiaries of or under this Agreement.
  - 6) **Governing Law.** This Agreement shall be governed, construed, and enforced according to the laws of the State of Texas, without giving effect to principles of conflicts of laws, and the Parties agree to resolve any dispute in the state and federal courts having jurisdiction in Walker County, Texas.
  - 7) **Notices.** Notices sent to either party shall be effective when delivered in person or transmitted by fax machine or other official written communication; one (1) day after being sent by overnight courier; or two (2) days after being sent by first class mail postage prepaid, to the address or fax number, as the case may be, set forth in this Agreement. A facsimile of this Agreement and notices generated in good form by a fax machine (as well as a photocopy thereof) shall be treated as "original" documents admissible into evidence unless a document's authenticity is genuinely placed in question.
  - 8) **Counterparts.** This Agreement and any amendment or supplement to this Agreement may be executed in two or more counterparts, each of which will constitute an original but all of which will together constitute a single instrument. Transmission by facsimile of an executed counterpart signature page hereof by a party hereto shall constitute due execution and delivery of this Agreement by such party.
  - 9) **Sovereign Immunity.** Nothing in this Agreement shall be deemed to waive the sovereign immunity of ESC Region 6, of the staff and employees of ESC Region 6, or of the District
  - 10) **Dispute Resolution.** The Executive Director of ESC Region 6 or his/her designee and the authorized agent of the District shall resolve disputes that develop under this Agreement.
  - 11) **Amendments.** This Agreement may not be amended, modified or changed, nor shall any waiver of any provision hereof be effective, except by an instrument in writing and signed by each of the Parties

**IV. ACKNOWLEDGEMENTS**

Please initial to indicate your district has been provided with information and/or support from ESC 6 regarding the following:

Selecting pathways for meeting the HB 3 Texas Reading Academies mandate for K-3 teachers and principals by the deadline (Comprehensive ELAR, Comprehensive Biliteracy, or STR content)

Guidelines for designing comprehensive live session schedules and coaching schedules in accordance with TEA requirements

A Participant Statement of Understanding, provided by ESC 6, to be collected and kept at the local level

The local Cohort Leader will provide the District with a copy of the TEA Cohort Leader Agreement and Roles and Responsibilities update upon completion of the Cohort Leader training, provided by TEA, as a reference for determining job duties and responsibilities

June 2025 Guidebook and Business Rules for Local Implementation has been provided

IN WITNESS WHEREOF, for adequate consideration and intending to be legally bound, the Parties hereto have caused this AGREEMENT to be executed by their duly authorized representatives.

The individuals signing below are authorized to do so by the respective Parties to this Agreement.

**FOR AND ON BEHALF OF THE DISTRICT/CHARTER** FOR AND ON BEHALF OF ESC REGION 6

By: \_\_\_\_\_  
LEA Authorized Signature  
Superintendent  
Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
LEA Reading Academies Contact Person

\_\_\_\_\_  
Title of Reading Academies Contact

\_\_\_\_\_  
Street Address

\_\_\_\_\_  
City, State Zip

\_\_\_\_\_  
Contact's Telephone Number

By: \_\_\_\_\_  
ESC 6 Authorized Signature  
Associative Executive Director, ESC 6  
Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dr. Jennifer Graves, Component Director

\_\_\_\_\_  
ESC 6 Reading Academies Contact Person  
Elizabeth Keith, Reading Academies Project Manager

\_\_\_\_\_  
3332 Montgomery Rd  
Street Address

\_\_\_\_\_  
Huntsville TX 77340  
City, State Zip

\_\_\_\_\_  
936-435-8227  
Reading Academies Contact's Telephone Number

## **6. Action Items**

6.A. Discuss and Consider Approval of Instructional Materials for K-8 Mathematics



**To:** BISSD Board of Trustees  
**From:** Dr. Leslie Holtkamp, Director of Curriculum & Instruction  
**Date:** April 7, 2025  
**Subject:** IMRA 2024 Cycle of SBOE-Approved Instructional Materials Recommendations for K-8 Mathematics

The 2024 Instructional Materials Review and Approval committee reviewed High-Quality Instructional Materials (HQIM) for K-8 Mathematics. The Bryan ISD instructional materials committee recommends that the Bryan ISD Board of Trustees approve the ordering of the HQIM product, Accelerate Learning STEMscopes Math for grades K-8. The materials approved will be used in schools beginning in the 2025-2026 school year.

The process followed by district professionals, the official recommendation of the Instructional Materials Adoption Committee, and a list of Bryan ISD's IMRA 2024 High-Quality Instructional Materials Committee for K-8 Mathematics are outlined below.

**IMRA 2024 High-Quality Instructional Materials Committee for K-8 Mathematics:**

**Committee Leads:**

Jana Wenzel, Asst. Director of Instructional Support  
Lauren Wooldridge, 7-12 Math Coordinator  
Mary Russ, K-6 Math Coordinator  
Angela Wells, Instructional Materials Manager

**K-4 Math Representatives:**

Griselda Torres, Ashley Sharp, Shannon Gregory, Julie Sorgenfrei, Hillary Sims, Molly Wilder, Leslie Inami, Sierra Ontiveros, Charles Densley, Rene Norlie, Iris Ortega, Isis Ortega, Alexis Ponce, Jessica Whiting, Hector Perez, Ileana Cisneros, AnnaMarie Drymalla, Haoneng Situ, Becca Serrano, Violeta Gonzalez, Lane Hovorka, Kayla Paschall, Jessica Ginn, Korie Krolczyk, Shirley Platt, Charlotte Keifer, Rhonda McDaniel, Maria Vega, Hilary Vaughn, Katie Eckhardt, Kendra Litzen, Brenda Harris, Elizabeth Prado, Rachel Ibarra, Israel Baltazar, Mandi Weathers, Amy Sullivan, Kylie Hammack, Cami Seim

**5th & 6th Math Representatives:**

Gema Rodriguez, Ambria Bram, Lilah Adams, Whitney Powers, Kelli McCollum, Courtney Morton, Andrea Williams, Christina Yoakum, Hanah Burris

**7th & 8th Math Representatives:**

Cheryl Hall, Kathryn Hejnicky, Madeline Stapp

**Bryan ISD Instructional Materials Selection Process:**

1. Instructional Materials committees were formed based on recommendations and approval from campus administrators. Committee members represented each campus and grade level.
2. Instructional Materials committees reviewed and revised the Instructional Materials rubric.
3. All teachers were asked to review resources on campuses and collaborate with team members to carefully consider each product. Teachers were able to provide input to their campus Instructional Materials representative.
4. All resources being considered for selection were made available for the public to preview and provide comments if desired. The advertisement for this preview was communicated on the Bryan ISD Website.
5. Instructional Materials committees provided individual input via the Instructional Materials rubrics to nominate the top Instructional Materials adoption publishers. These publishers were invited to attend a Publisher Showcase.
6. All K-8 Mathematics teachers were invited to attend a Publisher Showcase on February 18th and 19th and completed a rubric based on the materials presented. The votes from the teachers were tallied to rank the publishers in order of preference.
7. If necessary, an additional teacher vote would be used as a tie-breaker.
8. A recommendation for the selected resources will be made to the BISD Board of Trustees in accordance with Board Policy, EFA Local on Monday, April 7, 2025.

**Bryan ISD IMRA 2024 Purchase Recommendation: K-8 Mathematics**

| Subject Area | Course          | Recommended Publisher and Resource  | Rationale for Recommendation   |
|--------------|-----------------|-------------------------------------|--|
| Mathematics  | K-8 Mathematics | Accelerate Learning STEMScopes Math | <ul style="list-style-type: none"> <li>● 100% of Content and Process TEKS for Math are included in the instructional materials/resources.</li> <li>● Materials from this publisher provide a K-8 solution to allow for instructional continuity.</li> <li>● Materials available in English and Spanish.</li> <li>● Materials include scope and sequence outlining TEKS taught, overviews providing background knowledge, and academic vocabulary. daily lesson plans with lesson overview, key lesson components, materials lists, and extended practice materials.</li> <li>● Resource includes digital components for student practice anywhere and anytime.</li> <li>● Teacher supports include guidance for the internalization of lesson plans as well as guidance for differentiated instruction, activities, and scaffolded lessons for non-proficient students, and extension/enrichment for proficient students.</li> <li>● Materials are provided in a format that allows the publisher to adjust content in response to state-level changes.</li> <li>● Digital materials allow for teacher customization to meet classroom needs.</li> </ul> |

April 7, 2025



# Instructional Materials Review and Approval of Tier 1 High Quality Instructional Materials K-8 Mathematics

# Changes to the Adoption Process (HB 1605)

## Before

SBOE Proclamation cycle consisting of an 8-year adoption of materials for each subject

Proclamation  
Texas Resource Review Process

SBOE adopts list of materials per proclamation and static for 8 years

Local review of approved instructional materials and present recommendations to School Board

Instructional Materials and Technology Allotment Funding (IMTA)



## Now

Eliminated 8-year adoption cycle and proclamations

Instructional Materials Review Process (IMRA)  
Reviews for High-Quality Instructional Materials

SBOE list of approved materials under IMRA review will be cumulative and expand each year

Local review of approved instructional materials and present recommendations to School Board

Instructional Materials and Technology Allotment Funding (IMTA) + Entitlement Funding

# Prior Proclamations

| Subject                       | Grade-Level | Year Adopted | Gap Funding  |
|-------------------------------|-------------|--------------|--|
| Math                          | K-8         | 2014         | <ul style="list-style-type: none"> <li>• Older adoptions were purchased in 4 or 8 year agreements.</li> <li>• Once that timeframe expired and no new proclamation was issued, there was an annual cost for continuation.</li> <li>• 2022-2023 Biennium was drastically reduced by the 87th Legislature due to the influx of ESSER funding.</li> <li>• Further deteriorated the IMTA fund.</li> </ul> |
| Social Studies                | K-12        | 2015         |  |
| Math                          | 9-12        | 2015         |  |
| Fine Arts                     | K-12        | 2015         |  |
| CTE (All Courses)             | 6-12        | 2015         |  |
| LOTE                          | 6-12        | 2017         |  |
| ELAR                          | K-8         | 2019         |  |
| ELAR                          | 9-12        | 2020         |  |
| PreK                          | PreK        | 2021         |  |
| Health and Physical Education | K-12        | 2022         |  |
| Science                       | K-12        | 2024         |  |
| CTE (Select Courses)          | 9-12        | 2024         |  |



# SBOE Multi-Year Plan for Reviews

| Cycle 2024  | Cycle 2025  | Cycle 2026   | Cycle 2027   | Cycle 2028  | Cycle 2029  | Cycle 2030  | Cycle 2031  |
|---|---|--|--|---|---|---|---|
| Materials in classrooms SY 2025-26  | Materials in classrooms SY 2026-27  | Materials in classrooms SY 2027-28   | Materials in classrooms SY 2028-29   | Materials in classrooms SY 2029-30  | Materials in classrooms SY 2030-31  | Materials in classrooms SY 2031-32  | Materials in classrooms SY 2032-33  |
| <b>Foundation Subjects</b>  | <b>Foundation Subjects</b>  | <b>Foundation Subjects</b>   | <b>Foundation Subjects</b>   | <b>Foundation Subjects</b>  | <b>Foundation Subjects</b>  | <b>Foundation Subjects</b>  | <b>Foundation Subjects</b>  |
| <ul style="list-style-type: none"> <li>Math K-12</li> <li>ELAR K-5</li> <li>SLAR K-5</li> </ul> | <ul style="list-style-type: none"> <li>Math K-12</li> <li>ELAR K-5</li> <li>SLAR K-5</li> </ul> | <ul style="list-style-type: none"> <li>Math K-12</li> <li>Math Adv</li> <li>ELAR K-5</li> <li>SLAR K-5</li> </ul>                                | <ul style="list-style-type: none"> <li>Math K-12</li> <li>Math Adv</li> <li>ELAR K-5</li> <li>SLAR K-5</li> </ul>  | <ul style="list-style-type: none"> <li>Math K-12</li> <li>Math Advanced</li> <li>ELAR K-5</li> <li>SLAR K-5</li> </ul>  | <ul style="list-style-type: none"> <li>Math K-12</li> <li>Math Advanced</li> <li>ELAR K-12</li> <li>SLAR K-6</li> <li>Science K-12</li> <li><u>Social Studies K-12</u></li> </ul>   | <ul style="list-style-type: none"> <li>Math K-12</li> <li>Math Advanced</li> <li>ELAR K-12</li> <li>SLAR K-6</li> <li>Science K-12</li> <li>Social Studies K-12</li> <li>Prekindergarten</li> </ul>   | <ul style="list-style-type: none"> <li>Math K-12</li> <li>Math Advanced</li> <li>ELAR K-12</li> <li>SLAR K-6</li> <li>Science K-12</li> <li>Social Studies K-12</li> <li>Prekindergarten</li> </ul>   |
|   | <ul style="list-style-type: none"> <li>Math Supplemental</li> </ul>                             | <ul style="list-style-type: none"> <li>Math Supplemental</li> <li>RLA Supplemental</li> </ul>  | <ul style="list-style-type: none"> <li>Math Supplemental</li> <li>RLA Supplemental</li> </ul>  | <ul style="list-style-type: none"> <li>Math Supplemental</li> <li>RLA Supplemental</li> </ul>   | <ul style="list-style-type: none"> <li>Math Supplemental</li> <li>RLA Supplemental</li> </ul>   | <ul style="list-style-type: none"> <li>Math Supplemental</li> <li>RLA Supplemental</li> </ul>   | <ul style="list-style-type: none"> <li>Math Supplemental</li> <li>RLA Supplemental</li> </ul>   |
|   |   | <b>Enrichment Subjects</b> <ul style="list-style-type: none"> <li>Positive Character Traits</li> <li>Fine Arts</li> <li>CTE (Batch 1)</li> </ul> | <b>Enrichment Subjects</b> <ul style="list-style-type: none"> <li>Positive Character Traits</li> <li>Fine Arts</li> <li>CTE (Batch 1)</li> <li>CTE (Batch 2)</li> <li>Languages Other Than English (LOTE)</li> </ul> | <b>Enrichment Subjects</b> <ul style="list-style-type: none"> <li>Positive Character Traits</li> <li>Fine Arts</li> <li>CTE (Batch 1)</li> <li>CTE (Batch 2)</li> <li>CTE (Batch 3)</li> <li>Languages Other Than English (LOTE)</li> <li>Religious Literature</li> </ul> | <b>Enrichment Subjects</b> <ul style="list-style-type: none"> <li>Positive Character Traits</li> <li>Fine Arts</li> <li>CTE (Batch 1)</li> <li>CTE (Batch 2)</li> <li>CTE (Batch 3)</li> <li>Languages Other Than English (LOTE)</li> <li>Religious Literature</li> </ul> | <b>Enrichment Subjects</b> <ul style="list-style-type: none"> <li>Positive Character Traits</li> <li>Fine Arts</li> <li>CTE (Batch 1)</li> <li>CTE (Batch 2)</li> <li>CTE (Batch 3)</li> <li>Languages Other Than English (LOTE)</li> <li>Religious Literature</li> </ul> | <b>Enrichment Subjects</b> <ul style="list-style-type: none"> <li>Positive Character Traits</li> <li>Fine Arts</li> <li>CTE (Batch 1)</li> <li>CTE (Batch 2)</li> <li>CTE (Batch 3)</li> <li>Languages Other Than English (LOTE)</li> <li>Religious Literature</li> <li>Health</li> <li>Physical Education</li> </ul> |

Each year IMRA reviews will cumulatively expand to include more courses and categories of instructional materials.

# Instructional Materials and Technology Allotment (IMTA)

## What is the IMTA?

- Established by the 82nd Legislature in 2011
- Funding set aside by the SBOE out of the available school fund

## What can the IMTA fund?

- Instructional Materials
- Technology Equipment
- Related Software Systems



# Funding and New Entitlements

Instructional Materials and Technology Allotment (IMTA)



\$2,829,398

- Biennium Funding**
- Funding per student
  - Additional for EB
  - 80% available in year 1



Approved Instructional Materials Entitlement



\$1,208,000

- Annual Funding**
- \$40 per student per year for approved materials
  - Accumulates



State-Developed Open Educational Resources (OER) Entitlement



\$268,160

- Annual Funding**
- \$20 per student per year for OER
  - Expires Annually
  - Requires TEA Approved Transition Plan

# Adoption Process

1

## Instructional Materials Committee

Members recommended by campus administration. All campuses and grade levels are represented.

2

## Develop Selection Rubrics

Committee reviews and edits selection rubrics to evaluate the instructional materials

3

## Teacher Review

Digital access to adoptable HQIM materials are provided to each campus so all teachers can participate in the review and provide input to the committee.

4

## Public Preview

Access to adoptable HQIM material was provided for public review.

5

## Top Publishers

After reviewing all feedback, the committee determines the top selections to attend a Publisher Showcase.

6

## Publisher Showcase

All teachers of that subject/grade were invited to attend the Publisher Showcase on February 18th & 19th, 2025. Attendees completed the evaluation rubric and ranked the selections.

7

## Selection Recommendation

Based on teacher feedback and rankings, the administration recommends the following resources in accordance with Board Policy EFA Local.

# K-8 Math Recommendation

- 100% of Content and Process TEKS for Math are included in the textbook/resource.
- Materials from this publisher provide a K-8 solution to allow for instructional continuity.
- Materials available in English and Spanish.
- Materials include scope and sequence outlining TEKS taught, overviews providing background knowledge and academic vocabulary. daily lesson plans with lesson overview, key lesson components, materials lists, and extended practice materials.
- Teacher supports include guidance for internalization of lesson plans as well as guidance for differentiated instruction, activities and scaffolded lessons for non-proficient students and extension/enrichment for proficient students.
- Materials are provided in a format that allows the publisher to adjust content in response to state-level changes.
- Digital materials allow for teacher customization to meet classroom needs.

**Accelerate Learning**



# Next Steps

## *Pending Board Approval*

- Complete the Certification of Provision of Instructional Materials
- Finalize and order materials through TEA's Educational Materials System (EMAT)
  - Funding comes directly from the State.
  - 1 year: approximately \$396,000
  - 2 year: approximately \$745,000
  - 3 year: approximately \$1 million
- Anticipate materials arriving during the summer for rollout in August 2025.



April 7, 2025



# Instructional Materials Review and Approval of Tier 1 High Quality Instructional Materials K-8 Mathematics

6.B. Discuss and Consider the Certification of Provision of Instructional Materials

# **Certification of Provision of Instructional Materials Survey 2025–26**

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## Survey Pre-Work

### 2025–26 Certification of Provision of Instructional Materials

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

Additionally, LEAs are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under (i) the Children's Internet Protection Act (Pub. L. No. 106-554); (ii) 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 TEKS Certification 2025–26 Survey includes a section to allow LEAs to certify they meet this requirement.

Like last year's process, the agency will utilize the following tools:

#### **Certification 2025–26 Form:**

Printable, hard copy of the survey to be completed offline and presented to the board of trustees or governing body for ratification and signatures.

#### **Certification 2025–26 Survey:**

Web-based application where LEAs will submit their responses collected on the TEKS Certification 2025–26 Form, and where LEAs will upload the signature page of the Form.

This year's Certification Process requires:

- The completion of the Certification 2025–26 Form;
- Ratification by the LEA's board of trustees or governing body in an open, public-noticed meeting; and
- Submission of the Certification 2025–26 Survey and upload of the ratified Certification 2025–26 Form.

TEA recommends that LEAs complete these steps by **May 1, 2025**. The Certification 2025–26 Form can be accessed at the following link on the [Certification of Provision of Instructional Materials webpage](#).

The state online instructional materials ordering system, EMAT, will close for annual maintenance on March 28, 2025, and is scheduled to reopen on May 15, 2025. **Completion of the Certification Process is required to regain access to allotment funds when EMAT reopens in May of 2025.**

Certification 2025–26 Survey submissions received after May 15, 2025, will typically be processed within five business days, then access to EMAT provided.

### **Instructions to Complete the Certification Process for 2025–26**

1. **Review the Certification 2025–26 Form:** Print the fillable TEKS Certification 2025–26 Form found on the [Certification of Provision of Instructional Materials webpage](#).
2. **Gather information:** The form may require consultation with content area leads or other LEA staff.
3. **Complete Certification 2025–26 Form:** Complete the TEKS Certification 2025–26 Form by hand or digitally.

4. **Obtain needed signatures:** Ratify the **Certification 2025–26 Form** by the LEA’s board of trustees or governing body in an upcoming, open board meeting.
5. **Submit Certification 2025–26 Survey:** Complete the online Certification 2025–26 Survey by answering the questions. Inside the survey you will upload the signed Allotment and Certification 2025–26 Form from Step 4. The survey will be open for submissions beginning Monday, March 17, 2025, and will be located on the [Certification of Provision of Instructional Materials webpage](#).

## Additional Supports

- TEA will be hosting a webinar to review the Certification 2025–26 Process on *Monday, March 24th, at 2:00 p.m. CDT*. [Registration](#) is required.
- TEA will host office hours to support LEAs with the Certification of Provision of Instructional Materials process; registration is required.
  - Monday, March 31st at 11:00 a.m. CDT | [Register on Zoom](#)
  - Thursday, April 3rd, at 11:00 a.m. CDT. | [Register on Zoom](#)
- To facilitate completion of this year’s submission, LEAs may request a copy of their previous year’s submission by submitting a [Help Desk Ticket](#).
- For questions about the Certification 2025–26 Form, Survey, or Process, please submit a [Help Desk Ticket](#).

## Review Terminology

### *Additional Supports*

- **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 1 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** (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional material designed to assist in the instruction of one or more of the essential knowledge and skills
- **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.

## About the Qualtrics Survey

Within the Qualtrics survey you will be given a list of commonly known publishers and products. Should your LEA use a LEA-developed product, or the product is not listed, you will be asked to write in the name of the publisher and product.

You can find a list instructional materials on the [Certification of Provision of Instructional Materials webpage](#).

# Certification 2025–26 Survey

## Background Information

QUESTION 1.0: Name of person completing this form

*Leslie Holtkamp*

QUESTION 1.1: Your email address

*leslie.holtkamp@bryanisd.org*

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

## LEA Information

QUESTION 2.0: Region #

Region 6

QUESTION 2.1: LEA name and number

Bryan ISD 021902

QUESTION 2.2: Superintendent's name

Ginger Carrabine

QUESTION 2.3: Superintendent's email address

*ginger.carrabine@bryanisd.org*

QUESTION 2.4: School board president's or governing body's name

David Stasny

QUESTION 2.5: School board president's or governing body's email address

*david.stasny@bryanisd.org*

QUESTION 2.6: Date of the school board meeting at which the Certification Form was be presented and approved?

April 7, 2025

## 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 LEA level and generally consistent across classrooms?

Yes

No

## English Reading Language Arts K–5 TEKS Coverage Certification

#### QUESTION 4.0:

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

Yes

No

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

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

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

*Houghton Mifflin Harcourt (HMH); Into Reading Texas*

*LEA Developed; District Created Materials*

*Reading Horizons Discovery (K-3)*

#### QUESTION 5.1:

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

What is the estimated number of students in your LEA that are using *Bluebonnet Learning Reading Language Arts, Edition 1* (grades K–5) in their classroom on a regular basis?

0

QUESTION 5.2:

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

What is the estimated number of students in your LEA that are using *Bluebonnet Learning Foundational Skills, Edition 1* (grades K–3) in their classroom on a regular basis?

0

### Spanish Reading Language Arts K–5 TEKS Coverage Certification

QUESTION 6.0:

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

Yes

No

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

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

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

*Houghton Mifflin Harcourt (HMH); ¡Arriba la Lectura! Texas Reading & Writing*

*LEA Developed; District Created Materials*

*El próximo paso al éxito (K-3)*

*El Camino al éxito (K-3)*

QUESTION 7.1:

(If above answer includes *Aprendizaje Bluebonnet* pilot instructional materials instructional materials):

What is the estimated number of students in your LEA that are using *Aprendizaje Bluebonnet artes del lenguaje y lectura, piloto* (grados K–5) in their classroom on a regular basis?

|   |
|---|
| 0 |
|---|

QUESTION 7.2:

What is the estimated number of students in your LEA that are using *Aprendizaje Bluebonnet destrezas fundamentales, piloto* (grados K–2) in their classroom on a regular basis?

|   |
|---|
| 0 |
|---|

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

QUESTION 8.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **English RLA TEKS grades 6–8**? (This includes teacher- or LEA-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 LEA 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 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

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

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

*Savvas Learning Company; myPerspectives Texas English Language Arts*  
*College Board; Springboard Texas Edition*  
*LEA Developed; District Created Materials*

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

### QUESTION 10.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **English RLA TEKS grades 9–12**? (This includes teacher- or LEA-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 LEA 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 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

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

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

*Houghton Mifflin Harcourt (HMH); Into Literature*

*College Board; Springboard*

*LEA Developed; District Created Materials*

## Mathematics Certification

### Scope and Sequence - All Grade Levels Mathematics

#### QUESTION 12.0:

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

Yes

No

## Mathematics K–5 TEKS Coverage Certification

#### QUESTION 13.0:

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

Yes

No

## Mathematics K–5 Instructional Materials

#### QUESTION 14.0:

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

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

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

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

*Accelerate Learning Inc; STEMscopes*

*Edgenuity Inc; Imagine Learning Math*

*LEA Developed; District Created Materials*

QUESTION 14.1:

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

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

0

## Mathematics 6–8 TEKS Coverage Certification

QUESTION 15.0

For school year 2025–26, will your LEA provide materials to cover 100% of the **mathematics TEKS grades 6–8**? (This includes teacher- or LEA-developed materials. You may select “yes” even if not all classrooms use the same materials). [Single Select]

Yes

No

## Mathematics 6–8 Instructional Materials

QUESTION 16.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your LEA 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 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

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

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

*College Board, Springboard Mathematics*

*Accelerate Learning Inc; STEMscopes*

*McGraw Hill; Texas Math*

*Edgenuity Inc; Imagine Learning Math*

*LEA Developed; District Created Materials*

QUESTION 16.0B:

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

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

0

## Mathematics 9–12 TEKS Coverage Certification

QUESTION 17.0:

For School Year 2025–26, will your LEA provide materials to cover 100% of the **mathematics TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

Yes

No

## Mathematics 9–12 Instructional Materials

QUESTION 18.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA 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 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

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

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

*Houghton Mifflin Harcourt (HMH); Algebra 2/Geometry*

*McGraw Hill; Precalculus*

*College Board; Pre-AP & AP Only*

*Progress Learning; Precalculus, Algebra I, Algebra II, Geometry*

*LEA Developed; District Created Materials*

## Social Studies Certification

### Scope and Sequence - All Grade Levels Social Studies

#### QUESTION 19.0:

Are instructional materials for social studies managed at the LEA level and generally consistent across classrooms?

Yes

No

### Social Studies K–5 TEKS Coverage Certification

#### QUESTION 20.0:

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

Yes

No

### Social Studies K–5 Instructional Materials

#### QUESTION 21.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your LEA 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 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

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

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

*Savvas Learning; Texas myWorld Social Studies*

Savvas Learning; Texas myWorld Social Studies en español (Spanish)

Studies Weekly Inc; Texas Studies Weekly

Studies Weekly Inc; USA Studies Weekly

Discovery Education

### Social Studies 6–8 TEKS Coverage Certification

#### QUESTION 22.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **social studies TEKS grades 6–8**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

- Yes  
 No

## Social Studies 6–8 Instructional Materials

### QUESTION 23.0:

Select **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA 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 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

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

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

*Houghton Mifflin Harcourt (HMH); World Studies/Texas History/US History*  
DBQ Project; DBQs and Mini Qs  
Discovery Education  
Studies Weekly Inc; Global Studies Weekly  
*LEA Developed; District Created Materials*

## Social Studies 9–12 TEKS Coverage Certification

### QUESTION 24.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **social studies TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select “yes” even if not all classrooms use the same materials)

- Yes  
 No

## Social Studies 9–12 Instructional Materials

### QUESTION 25.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA 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 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

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

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

*Houghton Mifflin Harcourt (HMH); The Americans/World Geography/World History*

*McGraw Hill; Economics*

*McGraw Hill; Personal Financial Literacy*

*Savvas; Magruder’s American Government (Texas Edition)*

*Ramsey Classroom*

DBQ Project; DBQs and Mini Qs

*LEA Developed; District Created Materials*

## Science Certification

### Scope and Sequence - All Grade Levels Science

#### QUESTION 26.0:

Are instructional materials for science managed at the LEA level and generally consistent across classrooms?

Yes

No

### Science K–5 TEKS Coverage Certification

#### QUESTION 27.0:

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

Yes

No

### Science K–5 Instructional Materials

#### QUESTION 28.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA 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 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

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

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

*Houghton Mifflin Harcourt (HMH); Into Science Texas*

*LEA Developed; District Created Materials*

### Science 6–8 TEKS Coverage Certification

#### QUESTION 29.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **science TEKS grades 6–8**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

## Science 6–8 Instructional Materials

### QUESTION 30.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your LEA 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 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

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

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

*Houghton Mifflin Harcourt (HMH); Into Science Texas (6<sup>th</sup> grade)*

*Savvas Learning; Texas Experience Science (7<sup>th</sup> & 8<sup>th</sup> grade)*

*LEA Developed; District Created Materials*

## Science 9–12 TEKS Coverage Certification

### QUESTION 31.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **science TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

## Science 9–12 Instructional Materials

### QUESTION 32.0:

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

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

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

*Savvas Learning; Texas Experience Biology/Chemistry/Physics*

*Savvas Learning; Environmental Science*

*LEA Developed; District Created Materials*

## Children's Internet Protection Act

### 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 33.0: 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 LEA used, or do you plan to use, Instructional Materials Review and Approval (IMRA) Cycle 2024 reports to inform local decisions related to instructional materials adoption?

(Note: IMRA replaced the State Board of Education's Proclamation process and the Texas Resource Review (TRR))

Yes

No

### QUESTION 35.1:

**If "Yes" is selected:** In which subject area(s) have you used the TRR to obtain information about the quality of products? \*

English Reading Language Arts

Spanish Reading Language Arts

English Phonics

Spanish Phonics

Mathematics

### QUESTION 35.2:

On a scale from 0 to 10, how effectively do you believe the IMRA reports support LEA adoption of high-quality instructional materials? 0 (Not at all) to 10 (Extremely effectively)\*

0.

1.

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QUESTION 36.0:

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

| <b>Product</b>                      | <b>Interim</b>                      | <b>Diagnostic</b>                   | <b>Unit/Module Formatives</b>       |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Eduphoria                           | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| DMCA                                | <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="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| <i>Cambian</i>                      |                                     |                                     |                                     |
| Other:                              | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| <i>MAP/NWEA</i>                     |                                     |                                     |                                     |
| Other:                              | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| <i>mClass for Kindergarten</i>      |                                     |                                     |                                     |

## Certification 2025–26 Survey Ratification [Printed and uploaded PDF]

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).

## Other Certified Subject Areas

### QUESTION 40.0:

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:  
[multiple select]

- Career & Technical Education
- Fine Arts
- Health
- Technology Applications
- English Language Proficiency Standards
- Languages Other Than English
- None

### District County Number (6-digit ID):

021902

### District Name:

Bryan Independent School District

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

April 7, 2025

### 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 to TEA through the electronic Certification of Provision of Instructional Materials Survey.

6.C. Consider Approval of the Purchase Over \$50,000 for the Turf Replacement at Merrill Green Stadium

# Bryan ISD Quote Summary



The Bryan ISD Quote Summary sheet is to be used for purchases over \$3,000. In the shaded spaces below, the end user is to provide all applicable information necessary to make the final purchase. All Bryan ISD purchase requirements must be met for the quotes to be valid. A minimum of three (3) suppliers must be contacted.

## Quote Information

**Description:** Turf Replacement at Merrill Green Stadium

**Date:** 4.2025

**Campus/Dept:** Athletics

**Contact:** Dereck Rush

**Phone:**

## Supplier Information

**Total # of Suppliers:** 3

|   | Vendor 1       | Vendor 2            | Vendor 3                     |
|---|----------------|---------------------|------------------------------|
| Company                                     | Paragon Sports | Hellas Construction | Symmetry Sports Construction |
| Vendor #                                    |                |                     |                              |
| City/State                                  |                |                     |                              |
| Contact                                     |                |                     |                              |
| Phone                                       |                |                     |                              |
| Email                                       |                |                     |                              |
| Quote #                                     |                |                     |                              |
| Quote Expire Date                           |                |                     |                              |
| Response Type<br>(Phone, Fax, Email, Other) | Email          | Email               | Email                        |
| Purchasing Coop/Bid #                       |                |                     |                              |

## Quote Responses

|                                   | Item/Service Description | Qty | Unit       | Vendor 1             |                      | Vendor 2                     |               | Vendor 3      |               |
|-----------------------------------|--------------------------|-----|------------|----------------------|----------------------|------------------------------|---------------|---------------|---------------|
|                                   |                          |     |            | Paragon Sports       | Hellas Construction  | Symmetry Sports Construction |               |               |               |
|                                   |                          |     | Unit Price | Extension            | Unit Price           | Extension                    | Unit Price    | Extension     |               |
| 1                                 | Turf Replacement         | 1   |            | \$ 697,664.00        | \$ 697,664.00        | \$ 799,670.00                | \$ 799,670.00 | \$ 813,037.00 | \$ 813,037.00 |
| 2                                 |                          |     |            | \$ -                 | \$ -                 | \$ -                         | \$ -          | \$ -          | \$ -          |
| 3                                 |                          |     |            | \$ -                 | \$ -                 | \$ -                         | \$ -          | \$ -          | \$ -          |
| 4                                 |                          |     |            | \$ -                 | \$ -                 | \$ -                         | \$ -          | \$ -          | \$ -          |
| 5                                 |                          |     |            | \$ -                 | \$ -                 | \$ -                         | \$ -          | \$ -          | \$ -          |
| 6                                 |                          |     |            | \$ -                 | \$ -                 | \$ -                         | \$ -          | \$ -          | \$ -          |
| 7                                 |                          |     |            | \$ -                 | \$ -                 | \$ -                         | \$ -          | \$ -          | \$ -          |
| 8                                 |                          |     |            | \$ -                 | \$ -                 | \$ -                         | \$ -          | \$ -          | \$ -          |
| 9                                 |                          |     |            | \$ -                 | \$ -                 | \$ -                         | \$ -          | \$ -          | \$ -          |
| 10                                |                          |     |            | \$ -                 | \$ -                 | \$ -                         | \$ -          | \$ -          | \$ -          |
| *Shipping/Freight (if applicable) |                          |     |            |                      |                      |                              |               |               |               |
| <b>Total</b>                      |                          |     |            | <b>\$ 697,664.00</b> | <b>\$ 799,670.00</b> | <b>\$ 813,037.00</b>         |               |               |               |

\*All shipping/freight cost must be included in the total

## Award Information

**Recommended Vendor(s):** Paragon Sports

**Award Amount:** \$ 697,664.00

**Reason for Award:**

6.D. Consider Approval of the Purchase Over \$50,000 for the Replacement of Kitchen and Cafeteria Equipment

| <b>Rubric for Technical Evaluation of SN Kitchen Equipment</b> |   |  |                  |
|--|---|--|------------------|
|  | <b>Criteria</b>   | <b>Scoring Instructions</b>  | <b>Max Score</b> |
| <b>1</b>   | <b>Price</b>  |  | <b>55</b>        |
|  | A) Price  | See price calculations<br>If all equip is not bid, then no points will be awarded to price for those companies | 55               |
| <b>2</b>   | <b>Goods/Services Meets District Needs</b>  |  | <b>30</b>        |
|  | A) Total line of equip were bid   | Yes= 20 No=0   | 20               |
|  | B) All specifications were met  |  | 10               |
| <b>3</b>   | <b>Reputation of Vendor</b>   |  | <b>8</b>         |
|  | A) References   | Need to verify   | 5                |
|  | B) Experience/Years in Business   | > 25 years = 3 11-24 years= 2 < 10 years = 1   | 3                |
| <b>4</b>   | <b>Ability to Meet Established Timelines</b>                                      |  | <b>5</b>         |
|  |   |  | 5                |
| <b>5</b>   | <b>Impact on ability to comply with laws &amp; rules relating to HUB/MWBE/SBE</b> |  | <b>2</b>         |
|  | A) Minority/Small Business  | Yes= 20 No=0   | 2                |

**Participating Vendors**

| Mission | Ace Mart     | Pasco | Oswalt | Culinary Depot                    | Douglas Equipment                 | Educator's Depot  | Grady's Resturant & Bar Supply    | Indeco Sales  | Reliant Business Products                               | Strategic Equipment               |
|---------|--------------|-------|--------|-----------------------------------|-----------------------------------|---|-----------------------------------|---|---|-----------------------------------|
| 53.70   | 55           | 50.60 | 53.56  | Did not bid all kitchen equipment | Did not bid all kitchen equipment | Cafeteria Tables Only; will award on an as needed basis | Did not bid all kitchen equipment | Cafeteria Tables Only; will award on an as needed basis | Cafeteria Tables Only; will award on an as needed basis | Did not bid all kitchen equipment |
| 20      | 20           | 20    | 20     |                                   |                                   |   |                                   |   |   |                                   |
| 9       | 10           | 8     | 2      |                                   |                                   |   |                                   |   |   |                                   |
| 2       | 2            | 2     | 0      |                                   |                                   |   |                                   |   |   |                                   |
| 3       | 3            | 3     | 3      |                                   |                                   |   |                                   |   |   |                                   |
| 0       | 4            | 4     | 0      |                                   |                                   |   |                                   |   |   |                                   |
| 0       | 0            | 2     | 0      |                                   |                                   |   |                                   |   |   |                                   |
| 87.70   | <b>94.00</b> | 89.60 | 78.56  |                                   |                                   |   |                                   |   |   |                                   |

6.E. Consider Approval of the Purchase Over \$50,000 for the Worker's Compensation and Liability Third Party Claims Administration Services

# EVALUATION SUMMARY SHEET

|  |
|--|
| <i>Thursday, March 27, 2025 - 2:30 PM CST</i>  |
| Bryan Independent School District - Worker's Compensation and Liability Third Party Claims Administration Services |
| <i>Bryan ISD RFP 25.3998</i>   |

| <b>Evaluation Criteria</b>                          | <b>Weight</b> | <b>CAS - Claims Administrative Services</b> | <b>Sedgwick Claims Management Services</b> |
|---|---------------|---|--|
| Scope of Services                                   | <b>25.00</b>  | 22.60                                       | 22.60                                      |
| Qualifications, Experience, and Available Resources | <b>25.00</b>  | 22.20                                       | 22.00                                      |
| Cost of Services (Exhibit B)                        | <b>30.00</b>  | 27.00                                       | 20.00                                      |
| Responsiveness/Compliance                           | <b>10.00</b>  | 8.00  | 10.00                                      |
| References  | <b>10.00</b>  | 8.40  | 9.40                                       |
| <b>TOTAL</b>  | <b>100.00</b> | <b>88.20</b>                                | <b>84.00</b>                               |
| <b>Percentage</b>                                   | <b>100%</b>   | <b>88%</b>                                  | <b>84%</b>                                 |

## **7. Closed Session**

7.A. Discuss Issues Pertaining to Appointment, Employment, Evaluation, Reassignment, Duties, Discipline, or Dismissal of a Public Officer or Employee - Texas Government Code Chapter 551.074

7.B. Discussion Related to a Public School Student Wherein Personally Identifiable Information will Necessarily be Revealed - Texas Government Code Sections 551.0821

7.C. Consultation with Attorney to Discuss Legal Requirements and Financial Terms of JETI Tax Incentive Program - Texas Government Code Sections 551.071 and 551.087

## **8. Reconvene in Open Session**

8.A. Consider Approval of the Superintendent's Recommendation to Hire the Chief Financial Officer / Assistant Superintendent of Business Services

## **9. Adjourn**

Posted: Friday, April 4, 2025, 11:30 a.m.



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For the Board of Trustees