



August 12, 2024

To: House Public Education Committee

Re: Interim Charge #1, Monitoring of HB 1605 (88R)

Chairman Buckley and honorable members of the committee,

The Commit Partnership and the 11 organizations undersigned thank you for the opportunity to provide written testimony regarding the Committee's interim charge related to the implementation of HB 1605 (88R).

HB 1605 aimed to ensure more students have access to rigorous and on-grade-level instructional materials and relieve Texas teachers of the burden of curriculum development. Over the past 15 months, the State Board of Education (SBOE) and the Texas Education Agency (TEA) have made significant strides to ensure the quality implementation of this transformative legislation. The resulting Instructional Materials Review and Approval process (IMRA) has been thoughtfully developed to meet the legislative intent of HB 1605, while moving the work forward in a timely manner to enable Texas school districts optional access to high-quality instructional materials (HQIM) in core subjects as soon as the 2025-26 school year.

The Board's deliberation and approval of the quality rubrics, as well as the development of a suitability rubric, has **set clear expectations for the kind of HQIM from which Texas students and teachers can benefit.** These rigorous rubrics are an invaluable resource, providing a systemic approach to evaluating materials, for the educators and content experts participating in the review process. By using these tools, IMRA reviewers can calibrate on any feedback and support an improved curricular product over the course of the review timeline.

The Board and the Agency's joint commitment to providing guidance and resources is crucial in helping districts and schools select HQIM that are not only aligned with Texas standards but also pedagogically sound. This thoughtfulness in the IMRA process means that school systems are able to make informed decisions about the resources they choose—referencing a detailed report of how the materials meet required HQIM criteria (such as TEKS coverage, lack of factual errors, and parental portal access in addition to meeting the quality and suitability rubrics). **This alignment also guarantees that all students can have access to knowledge-building, standards-based instruction that prepares them for future academic success.**

HB 1605 has become even more urgent recently, as STAAR results remain stagnant across the state. With roughly half of students meeting grade-level expectations in reading, and even fewer in math,¹ **Texas must underscore its commitment to providing interested school systems with on-grade-level, engaging materials** that meet the needs of all learners and have been shown to accelerate instruction and catch students up faster.

HB 1605 includes a significant investment in improving instructional quality across the state, and we are hopeful that school systems will have a wealth of options available that the SBOE approves this November as high-quality and eligible for additional funding. Ensuring that schools across Texas can choose from rigorous, on-grade-level materials that meet their local needs will help improve student outcomes and lessen teacher workload, particularly over the course of multiple years of implementation. As this process continues to evolve and include more grades and subjects, we encourage both TEA and SBOE to work together to provide clarity so that schools can make informed decisions on instructional materials in future years.

We thank the Legislature for your commitment to quality instructional materials in Texas classrooms.

Kate Greer

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¹ TEA, "2024 STAAR Results (Updated June 2024)," <https://tea.texas.gov/student-assessment/staar-all-results-analysis-2023-2024.pdf>



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Supporting Organizations

