

**THE HOUSTON INDEPENDENT SCHOOL DISTRICT**



# **AGENDA**

**School Board  
Meeting**

**June 25, 2026**

### **BOARD AUDITORIUM – OPEN SESSION**

- Call to Order
- Speakers to Agenda Items
- Public Meeting to Discuss Budget and Proposed Tax Rate
- Board Member Reports and Comments
- Reports from the Superintendent
- Consideration and Approval of Agenda Items
- Recess to Closed Session under Sections 551.004 through 551.089 of the Texas Government Code for the Purposes Listed in this Notice
- Reconvene in Open Session
- Consideration and Possible Action on Matters Discussed in Closed Session

### **BOARD MEMBER REPORTS AND COMMENTS**

Reports and comments from the board president and board members regarding meetings and conferences attended, including board committee meetings; schools visited; community and district activities; new initiatives; education programs; and continuing education. The items may be discussed, but no final action will be taken on these items at this meeting.

### **REPORTS FROM THE SUPERINTENDENT**

Reports and comments by the superintendent of schools regarding meetings and conferences attended, schools visited, community and district activities, initiatives, and educational programs, on which there will be no action. Topics may include curriculum and instruction, special education, exit criteria, student achievement, student attendance, discipline data, and teacher retention. The items may be discussed, but no final action will be taken on these items at this meeting.

### **ITEMS PULLED FROM CONSENT AGENDA**

1. Approval Of The Open Education Resource Transition Plan And Adoption Of Houston Independent School District Bluebonnet Learning Instructional Materials
  - OER Transition Plan

### **CONSENT AGENDA**

2. Approval Of The 2026-2027 Texas Essential Knowledge And Skills Certification
  - Certification Of Provision Of Instructional Materials Survey 2026–2027

3. Approval Of Amended And Restated Contract With HSPVA Friends To Operate The Kinder High School For Performing And Visual Arts With Texas Partnership Benefits (1882 Benefits)
4. Approval Of Amended And Restated Contract With Friends Of Challenge Early High School To Operate Challenge Early High School With Texas Partnership Benefits (1882 Benefits)
5. Approval Of Amended And Restated Contract With Friends Of The Houston Academy For International Studies To Operate The Houston Academy For International Studies With Texas Partnership Benefits (1882 Benefits)
6. Approval Of Amended And Restated Contract With Friends Of Energy Institute High School To Operate Energy Institute High School With Texas Partnership Benefits (1882 Benefits)
7. Approval Of Amended And Restated Contract With Collaborative For Children To Operate Prekindergarten Partnerships With Texas Partnership Benefits (1882 Benefits)
8. Approval Of The *2026-2027 Recommended Budget*
  - 2026–2027 Recommended Budget
  - Taxpayer Statement
9. Approval Of Vendor Awards For Purchases Which Cost \$1,000,000 Or More
  - Purchasing Requests

## **CLOSED SESSION**

### **Personnel**

- a) Deliberate the duties of the superintendent of schools, chief officers, deputy chief officers, executive directors, principals, employees, and board members; evaluations of the superintendent; consideration of compensation, and contractual provisions of same.
- b) Consider and approve proposed appointments, reassignments, proposed terminations, terminations/suspensions, contract lengths, proposed nonrenewals, renewals, and resignations/retirements of personnel including teachers, assistant principals, principals, chiefs, division superintendents, senior executive directors, executive directors, directors, and other administrators, and, if necessary, approve waiver and release and compromise agreements.
- c) Hear complaints against and deliberate the appointment, evaluation, and duties of public officers or employees and resolution of same.

### **Legal**

- a) Matters on which the district's attorney's duty to the district under the Code of Professional Responsibility clearly conflicts with the Texas Open Meetings Law, including specifically any matter listed on this agenda and meeting notice.

- b) Pending or contemplated litigation matters and status report.
- c) Update on federal law enforcement activity on February 27, 2020.
- d) Update and possible action in the matter of Nathan v. Alamo Heights Independent School District, in the Western District of Texas, San Antonio Division, Civil Action No. 5:25-cv-00756.
- e) Update and possible action in the matter of Houston Federation of Teachers v. Mike Miles, in the District Court of Harris County, Texas, 164 Judicial District, Cause No. 2025-53237.
- f) GSA Network et al., v. Mike Morath, Houston ISD et al., in the Southern District of Texas, Civil Action No. 4:25-CV-04090.

**District Safety, Emergency Management, And Security Audits**

- a) Discussion of district safety concerns, including districtwide intruder detection audit report findings and HB3 compliance.

**ADJOURN**



# Consent Agenda

4400 WEST 18TH STREET  
HOUSTON, TEXAS 77092

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6/25/2026

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Office of the Superintendent of Schools

Office of Academics

## Approval Of The Open Education Resource Transition Plan And Adoption Of Houston Independent School District Bluebonnet Learning Instructional Materials

The Houston Independent School District (HISD) seeks School Board approval, in accordance with Texas Administrative Code 67.1315, of the Open Education Resource (OER) Transition Plan and adoption of the Texas Education Agency-developed Bluebonnet Learning instructional materials. The OER Transition Plan is required for HISD to access OER funding through the state. This plan outlines the district's phased implementation of Bluebonnet Learning instructional materials across designated grade levels and subject areas. The plan details professional learning, instructional rollout, material distribution, and implementation goals to ensure effective adoption and classroom implementation.

COST/FUNDING SOURCE(S):                      None

STAFFING IMPLICATIONS:                      None

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

**RECOMMENDED:** That the School Board approves the OER Transition Plan and adoption of HISD Bluebonnet Learning instructional materials, effective June 26, 2026.

# Open Education Resources (OER) Transition Plan for Bluebonnet Learning Instructional Materials

## Overview

The OER Transition Plan for Bluebonnet Learning Instructional Materials is a required submission for local educational agencies (LEAs) adopting and implementing State Board of Education (SBOE)-approved, state-developed OER instructional materials known as Bluebonnet Learning. The OER Transition Plan for Bluebonnet Learning Instructional Materials complies with Texas Administrative Code (TAC) §67.1315 for access to the funding entitlement in Texas Education Code (TEC), §48.308.

## Transition Plan Approval and Submission

Transition plans are adopted by the local Board of Trustees before the start of the academic school year and are locally maintained by the LEA. LEAs will report the completion of the transition plan through EMAT.

## Executive Summary

Our district is committed to implementing Bluebonnet Learning to ensure all students have access to rigorous, standards-aligned instructional materials and high-quality classroom experiences across every campus. During the initial implementation phase, the district will focus on building educator capacity, strengthening instructional systems, and establishing consistent expectations for teaching and learning.

This implementation plan prioritizes:

- High-quality instruction aligned to state standards
- Consistent and equitable student learning experiences
- Protected teacher planning and collaboration time
- Ongoing coaching and professional learning
- Data-informed continuous improvement

Success will be measured through implementation of fidelity, teacher and leader feedback, student performance data, and ongoing progress monitoring throughout the school year. District leadership will provide the resources, training, and support necessary to ensure successful implementation while maintaining instructional responsiveness to the diverse needs of students across our schools.

## ACTION 1: Setting Implementation Goals

### 1A. Implementation Framework

At the start of the upcoming school year, our district will be in the initial phase of implementing Bluebonnet Learning, with a focus on establishing foundational systems, building educator capacity, and ensuring consistent instructional expectations across campuses. Priority efforts will include onboarding, professional learning through PD days, collaborative planning and lesson internalization during planning periods, and

aligned observation and feedback systems that support effective classroom instruction through our spot forms.

District and campus leaders will monitor implementation through classroom spot observations, teacher feedback, and student performance data to refine support and strengthen instructional coherence throughout the year.

## 1B. Implementation Goals

Our district will establish measurable implementation goals that support successful adoption of Bluebonnet Learning across all campuses. A continuous improvement process will guide adjustments to professional learning, instructional supports, and implementation systems throughout the year.

### District Implementation Goals

Goal Area	Success Indicator	Target	Progress Monitoring Timeline
Stakeholder Investment	Positive teacher and stakeholder feedback regarding curriculum implementation and support	80% favorable survey responses	Fall, Mid-Year, Spring
Teacher Practice	Participation in collaborative planning and lesson internalization structures	95% participation rate	Monthly PLC monitoring
Student Outcomes	Student growth on district and state-aligned assessments	Measurable improvement across grade levels and content areas	Mid-Year and End-of-Year review

Progress monitoring will include baseline implementation checks at the beginning of the school year, mid-year analysis of teacher practice and student outcomes, and end-of-year evaluation to inform future implementation efforts. Support structures will include collaborative planning, demonstration lessons, coaching, and curriculum-aligned professional learning designed to strengthen instructional practice and improve student outcomes.

## ACTION 2: Creating the Conditions for Success

### 2A. Materials Access

Our district will implement a streamlined procurement and distribution process to ensure all campuses receive print materials, instructional resources, and related manipulatives in a timely and equitable manner. Inventory tracking systems, coordinated communication, and ongoing monitoring will support uninterrupted access to instructional materials throughout the school year.

The Cross-Functional Team Member (CTM) in Curriculum Inventory will collaborate with campus leadership, Procurement Services, and the Finance Department to ensure the following:

- (i) Validate campus and grade-level enrollment projections using district enrollment and staffing data

- (ii) Determine instructional material quantities, including teacher editions, student consumables, intervention materials, and replacement overage aligned to projected enrollment and TEC instructional materials allotment requirements
- (iii) Confirm all instructional print materials meet SBOE-approved Bluebonnet Learning specifications and district curriculum implementation requirements
- (iv) Submit requisitions through EMAT, when applicable, in compliance with TEC Chapter 31 and local procurement policies
- (v) Coordinate with Procurement Services to ensure cost-effective purchasing, vendor compliance, and timely fulfillment
- (vi) Maintain centralized inventory documentation and audit-ready procurement records

## 2B. Schedules and Calendars

Our district will design master schedules and instructional calendars that ensure students receive the required instructional minutes outlined in Bluebonnet Learning and consistent access to rigorous, standards-aligned instruction.

Scheduling structures will prioritize:

- Protected teacher planning and lesson internalization time
- Dedicated collaborative PLC time within the regular work week
- Consistent instructional blocks aligned to curriculum expectations
- Equitable access to instructional support and intervention services

District and campus leaders will work collaboratively to ensure schedules are sustainable, student-centered, and operationally effective across all schools. Campus schedules will include protected time for school leaders to conduct classroom observations, coaching, and feedback cycles.

## 2C. Aligned Expectations

Our district will establish and communicate clear expectations for implementing Bluebonnet Learning instructional materials to ensure all students experience rigorous, standards-aligned instruction across campuses.

Implementation guidance will clarify:

- Non-negotiable instructional components
- Expectations for collaborative planning and lesson internalization
- Appropriate instructional scaffolds and student supports
- Teacher flexibility to respond to student learning needs while maintaining alignment to district curriculum and standards

District and campus leaders will support implementation through professional learning, coaching, and consistent observation and feedback practices designed to strengthen instructional practice and improve student outcomes.

## 2D. Professional Learning Plan

Our district will implement a comprehensive professional learning plan that provides teachers, instructional coaches, and school leaders with onboarding and ongoing support for Bluebonnet Learning implementation.

Professional learning structures will include:

- Summer onboarding and curriculum orientation
- Ongoing job-embedded coaching through spot observations
- Weekly collaborative planning and PLC support
- Lesson internalization protocols
- Demonstration lessons (DEMO days)
- Quarterly leadership calibration and professional learning sessions

Professional learning will be differentiated, sustainable, and responsive to educator feedback and implementation data to ensure continued growth in instructional practice and leadership capacity. All instructional staff will receive access to required print and digital instructional materials and onboarding training prior to the beginning of instruction.

## **2E. Adaptive Change and Communication**

Our district will implement a strategic communication plan that supports adaptive change management and promotes stakeholder understanding of Bluebonnet Learning implementation.

Communication efforts will include:

- Accessible implementation resources and support materials through centralized platform
- Opportunities for teacher and administrator feedback and engagement
- Ongoing communication regarding implementation progress and student impact

In accordance with TEC §26.006, the district will maintain transparent processes for communicating and publicly posting any approved modifications to instructional materials.

## **ACTION 3: Leading Internalization and Professional Learning Communities (PLCs)**

### **3A. Analyzing PLC Practices**

Our district conducted a comprehensive review of current PLC and teacher planning practices, including the implementation of lesson internalization structures, to identify strengths, gaps, and opportunities for improvement.

This analysis will guide high-impact improvements focused on:

- Strengthening collaborative planning practices
- Improving instructional alignment across campuses

- Increasing effective use of student data during PLCs
- Supporting consistent implementation of rigorous instruction

District and campus leaders will use implementation data, campus spot observation forms, and teacher feedback to refine support systems and strengthen teacher capacity throughout the school year.

### **3B. Structures for Internalization and PLCs**

Our district will implement a coherent system of lesson internalization and collaborative planning practices that establishes a shared vision for high-quality instruction and clearly defines the roles and responsibilities of teachers, campus leaders, and district staff.

To support successful implementation, the district will provide:

- Aligned curriculum resources and planning tools including content support guides
- Dedicated collaborative planning structures including TOTs for upcoming material and content
- Accessible digital instructional resources
- Ongoing professional learning and coaching support through lead teachers and administrators
- Clear communication and implementation guidance including look-for guidance

### **3C. Supporting All Learners**

Our district is committed to ensuring every student has equitable access to rigorous, grade-level instruction through responsive instructional supports and flexible teaching practices that address diverse learner needs.

Teachers will receive guidance and professional learning focused on:

- Instructional scaffolds and accommodations
- Support for multilingual learners through scaffolds
- Support for students receiving special education services
- Intervention and enrichment strategies
- Student engagement strategies embedded in slides

## **ACTION 4: Establishing Observation and Feedback Practices**

### **4A. Observation Expectations**

Our district will establish clear and consistent observation expectations for Bluebonnet Learning implementation focused on instructional planning, student engagement, and classroom learning environments.

Observation systems will:

- Utilize common observation tools and protocols like the district spot observation form
- Prioritize instructional coaching and educator growth
- Provide timely, actionable feedback in the moment
- Support consistent implementation across campuses
- Promote reflective instructional practices

District and campus leaders will use observation data to identify trends, strengthen instructional support systems, and improve student learning outcomes through aggregated spot observation trends provided by the Performance Management team.

## **4B. Observation and Feedback Cycles**

Our district will implement ongoing observation and feedback cycles designed to support professional growth for school leaders, instructional coaches, and teachers.

The professional learning plan will include:

- On-the-spot coaching and feedback using district spot form
- Collaborative reflection opportunities and in-the-moment feedback
- Calibrated observation practices
- Differentiated professional development
- Leadership coaching and instructional support

Continuous analysis of implementation data, educator feedback, and student outcomes will guide adjustments to professional learning and instructional support throughout the school year.

## **ACTION 5: Aligning Assessment Strategy**

### **5A. Analyzing Assessment Practices**

Our district conducted a comprehensive review of current assessment practices, including local and state assessment systems, to evaluate alignment, coherence, and instructional usefulness across campuses.

The review examined how formative, interim, and summative assessments are used to:

- Inform classroom instruction
- Support data-driven PLC conversations
- Monitor student progress
- Identify instructional strengths and learning gaps

### **5B. Structures for Assessment Practices**

Our district will establish and communicate clear expectations that prioritize curriculum-embedded assessments and collaborative student work analysis as central components of instructional practice.

The district will:

- Provide aligned district assessments
- Implement common protocols for student work analysis during PLCs
- Support consistent assessment practices across campuses
- Use assessment data to inform instructional decision-making and targeted student support

District and campus leaders will provide ongoing professional learning, monitoring, and coaching to ensure assessment practices are used consistently to improve teaching and accelerate student learning outcomes across all schools.



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6/25/2026

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Office of the Superintendent of Schools

Office of Academics

Approval Of The 2026-2027 Texas Essential Knowledge And Skills Certification

The Houston Independent School District (HISD) requests approval from the School Board to certify, in accordance with Texas Education Code (TEC) 31.1011, that for the 2026-2027 school year, all students will have access to instructional materials that cover 100 percent of the Texas Essential Knowledge and Skills (TEKS) for all required subjects, with the exception of physical education. This certification ensures HISD's compliance with the Texas Education Agency (TEA) annual requirement, fostering the district's commitment to providing high-quality education and instructional resources.

In alignment with TEC 31.1011 and various state and federal mandates, including the Children's Internet Protection Act, HISD must annually certify the availability of instructional materials covering all TEKS. This certification process requires the district to confirm its adherence to standards protecting students from obscene or harmful content.

A copy of the certification is attached.

COST/FUNDING SOURCE(S):                      None

STAFFING IMPLICATIONS:                      None

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board approves the 2026-2027 TEKS certification, effective June 26, 2026.

## **Certification of Provision of Instructional Materials Survey 2026–27**

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# Survey Prewrite Form

## 2026–27 Certification of Provision of Instructional Materials

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

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

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

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

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

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

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

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

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

## Certification of Provision of Instructional Materials Process Steps

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

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

## Additional Supports

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

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

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

## Terminology

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

## Qualtrics Survey and Pework Form Guidance

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

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

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

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

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

## **Instructional Materials Procurement Reminder**

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

# Certification 2026–27 Survey Questions

## Background Information

**QUESTION 1.0:**

Name of person completing this form:

Christopher Haire

**QUESTION 1.1:**

Your email address:

christopher.haire@houstonisd.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

## Local School System Information

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

**QUESTION 2.0:**

Region #

Region 4

**QUESTION 2.1:**

School system name and number

101912

**QUESTION 2.2:**

Name of superintendent

F. Mike Miles

**QUESTION 2.3:**

Email address of the superintendent

mike.miles@houstonisd.org

**QUESTION 2.4:**

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

Ric Campo

**QUESTION 2.5:**

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

ric.campo@houstonisd.org

**QUESTION 2.6:**

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

# Reading Language Arts Certification

## Scope and Sequence: All Grade Levels RLA

### QUESTION 3.0:

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

Yes

No

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

### QUESTION 4.0:

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

Yes

No

## English Reading Language Arts K–5 Instructional Materials

### QUESTION 5.0:

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

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

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

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

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

Houghton Mifflin Harcourt; Texas Houghton Mifflin Harcourt Into Reading Houghton Mifflin Harcourt (HMH) Amira  
Amplify, Amplify Reading Texas  
Amplify mClass Tutoring Texas  
HISD District Created Curriculum  
Summit K-12  
Texas Education Agency, Bluebonnet Learning Reading Language Arts Edition 1

**QUESTION 5.1:**

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

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

58,401

**QUESTION 5.2:**

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

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

37,081

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

### QUESTION 6.0:

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

Yes

No

## Spanish Reading Language Arts K–5 Instructional Materials

### QUESTION 7.0:

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

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

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

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

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

Houghton Mifflin Harcourt; Texas Houghton Mifflin Harcourt ¡Arriba la lectura!  
Houghton Mifflin Harcourt (HMH) Amira  
Amplify, Amplify Texas Lectoescritura en Espanol  
Amplify mClass Tutoring Texas  
HISD District Created Curriculum (en Espanol)  
Summit K-12  
Texas Education Agency ; Aprendizaje Bluebonnet, Artes del lenguaje y lectura

### QUESTION 7.1:

(If above answer includes Aprendizaje Bluebonnet instructional materials):

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

21,773

**QUESTION 7.2:**

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

14,014

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

**QUESTION 8.0:**

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

Yes

No

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

### QUESTION 9.0:

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

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

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

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

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

Savvas Learning LLC. (formerly Pearson Education); myPerspectives Texas English Language Arts  
Amplify, Amplify Reading Texas  
HISD District Created Curriculum  
Amplify, Amplify Boost Texas  
Summit K-12

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

### QUESTION 10.0:

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

Yes

No

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

### QUESTION 11.0:

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

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

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

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

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

Pearson Education Inc. publishing as Prentice Hall; myPerspectives Texas English Language Arts  
Newsela; English I & English II  
HISD District Created Curriculum  
Houghton Mifflin Harcourt; HMH Into Literature Texas  
HCC Dual Credit  
The College Board; SpringBoard English Language Arts  
Kognity; IB English A Language and Literature  
BFW Publishers; AP English Language and Composition  
Summit K-12

# Mathematics Certification

## Scope and Sequence: All Grade Levels Mathematics

### QUESTION 12.0:

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

Yes

No

## Mathematics K–5 TEKS Coverage Certification

### QUESTION 13.0:

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

Yes

No

## Mathematics K–5 Instructional Materials

### QUESTION 14.0:

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

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

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

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

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

Accelerate Learning; STEMscopes Texas Math  
Accelerate Learning; STEMscopes Texas Math (Spanish)  
Zearn ; Zearn Math for Texas  
Zearn ; Zearn Math for Texas (Spanish)  
Great Minds, Eureka Math TEKS Edition  
Great Minds, Eureka Math TEKS Edition (Spanish)  
HISD District Created Curriculum  
  
Texas Education Agency; Bluebonnet Learning Math Edition 1  
Texas Education Agency; Aprendizaje Bluebonnet Matematicas K-5

**QUESTION 14.1:**

(If above answers include Bluebonnet Learning instructional materials):

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

58,401

## Mathematics 6–8 TEKS Coverage Certification

**QUESTION 15.0**

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

- Yes
- No

## Mathematics 6–8 Instructional Materials

**QUESTION 16.0:**

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

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

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

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

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

Accelerate Learning; STEMscopes Texas Math  
Carnegie Learning, Mathia and Texas Math Solutions  
HISD District Created Curriculum  
Zearn ; Zearn Math for Texas

**QUESTION 16.0B:**

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

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

## Advanced Mathematics 6–8 Instructional Materials

**QUESTION 17.0:**

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

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

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

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

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

Carnegie Learning, Mathia and Texas Math Solutions  
Accelerate Learning; STEMscopes Texas Math  
HISD District Created Curriculum

## Mathematics 9–12 TEKS Coverage Certification

### QUESTION 18.0:

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

Yes

No

## Mathematics 9–12 Instructional Materials

### QUESTION 19.0:

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

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

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

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

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

Carnegie Learning, Mathia and Texas Math Solutions  
Accelerate Learning, STEMScopes Texas Math- Algebra I  
HISD District Created Curriculum  
Pearson Education Inc. publishing as Prentice Hall; Pearson Texas Algebra 1, Algebra 2, Geometry  
The College Board, AP Central Provided Assessments and Resources  
The NROC Project, Texas College Bridge  
The University of Texas at Austin, UT OnRamps  
Kognity, IB Mathematics  
HCC Dual Credit  
Cengage AP PreCalculus/AP Calculus  
BFW Publishers AP Statistics

## Social Studies Certification

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

**QUESTION 20.0:**

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

- Yes
- No

### Social Studies K–5 TEKS Coverage Certification

**QUESTION 21.0:**

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

- Yes
- No

### Social Studies K–5 Instructional Materials

**QUESTION 22.0:**

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

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

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

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

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

Nystrom Education | Social Studies School Service  
Nystrom Education | Social Studies School Service (Spanish)  
Pearson Education Inc. publishing as Scott Foresman; Texas MyWorld Social Studies  
Pearson Education Inc. publishing as Scott Foresman; Texas MyWorld Social Studies (en español)  
HISD District Created Curriculum

## Social Studies 6–8 TEKS Coverage Certification

### QUESTION 23.0:

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

Yes

No

## Social Studies 6–8 Instructional Materials

### QUESTION 24.0:

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

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

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

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

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

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

Social Studies School Service; Active Classroom  
Pearson Education, Inc., publishing as Prentice Hall  
HISD District Created Curriculum  
Newsela

## Social Studies 9–12 TEKS Coverage Certification

### QUESTION 25.0:

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

- Yes
- No

## Social Studies 9–12 Instructional Materials

### QUESTION 26.0:

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

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

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

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

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

Social Studies School Service; Active Classroom  
HISD District Created Curriculum  
Pearson Education Inc. publishing as Prentice Hall  
Newsela  
Houghton Mifflin Harcourt; Houghton Mifflin Harcourt World Geography Texas (World Geography Studies)

# Science Certification

## Scope and Sequence: All Grade Levels Science

### QUESTION 27.0:

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

Yes

No

## Science K–5 TEKS Coverage Certification

### QUESTION 28.0:

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

Yes

No

# Science K–5 Instructional Materials

### QUESTION 29.0:

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

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

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

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

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

Summit K12 Holdings, Inc.; Dynamic Science  
Summit K12 Holdings, Inc.; Dynamic Science (Spanish)  
Houghton Mifflin Harcourt Depository; HMH Into Science  
Houghton Mifflin Harcourt Depository; HMH ¡Arriba las Ciencias!  
Savvas Learning Company LLC formerly Pearson K12 Learning  
Savvas Learning Company LLC formerly Pearson K12 Learning; Texas Experimenta las Ciencias  
HISD District Created Curriculum

## Science 6–8 TEKS Coverage Certification

### QUESTION 30.0:

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

Yes

No

## Science 6–8 Instructional Materials

### QUESTION 31.0:

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

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

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

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

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

Houghton Mifflin Harcourt Depository; HMH Into Science Texas  
Savvas Learning Company LLC formerly Pearson K12 Learning  
Summit K12 Holdings, Inc.; Dynamic Science  
HISD District Created Curriculum

## Science 9–12 TEKS Coverage Certification

### QUESTION 32.0:

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

Yes

No

## Science 9–12 Instructional Materials

### QUESTION 33.0:

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

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

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

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

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

Accelerate Learning Inc.; STEMscopes Science TX - IPC  
Savvas Learning Company LLC formerly Pearson K12 Learning; Texas Experience Chemistry  
Savvas Learning Company LLC formerly Pearson K12 Learning; Texas Experience Physics  
Savvas Learning Company LLC formerly Pearson K12 Learning; Texas Miller & Levine Experience  
Biology  
Savvas Learning Company LLC formerly Pearson K12 Learning; Texas Environmental Science  
Summit K12 Holdings, Inc.; Dynamic Biology  
HISD District Created Curriculum  
Kognity IB Environmental Systems and Societies  
Kognity IB Biology, Chemistry, Physics  
HCC Dual Credit  
BFW Publishers; AP Environmental Science/ AP Biology  
Pearson; AP Physics

# The Children's Internet Protection Act

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

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

## **QUESTION 34.0:**

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

Yes

No

## Additional Informational Questions (Optional)\*

### QUESTION 35.0:

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

- Yes
- No

### QUESTION 35.1:

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

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

**QUESTION 35.2:**

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

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

**QUESTION 36.0:**

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

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

**QUESTION 37.0:**

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

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

## Other Certified Subject Areas

### QUESTION 38.0:

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

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

# Certification 2026–27 Survey Ratification

[Print, Sign, and Upload via Qualtrics]

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

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

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

**District Name:**

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

**Signature of the Board President and Secretary or Governing Board Officer**

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Board Secretary

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

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



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6/25/2026

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Office of the Superintendent of Schools

Office of Strategic Initiatives

Approval Of Amended And Restated Contract With HSPVA Friends To Operate The Kinder High School For Performing And Visual Arts With Texas Partnership Benefits (1882 Benefits)

The Houston Independent School District (HISD) School Board is asked to approve the amended and restated contract with HSPVA Friends to operate the Kinder High School for Performing and Visual Arts (HSPVA) beginning in the 2026-2027 school year. The contract, which the board approved on March 26, 2026, established a Texas Partnership, commonly referred to as an SB1882 Partnership, with HSPVA Friends. The amendments are required by the Texas Education Agency for HISD to receive Texas Partnership benefits with this contract.

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

**RECOMMENDED:** That the School Board approves the amended and restated contract with HSPVA Friends to operate the Kinder HSPVA beginning in the 2026-2027 school year, effective June 26, 2026.



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6/25/2026

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Office of the Superintendent of Schools

Office of Strategic Initiatives

Approval Of Amended And Restated Contract With Friends Of Challenge Early High School To Operate Challenge Early High School With Texas Partnership Benefits (1882 Benefits)

The Houston Independent School District (HISD) School Board is asked to approve the amended and restated contract with Friends of Challenge Early High School to operate Challenge Early High School beginning in the 2026-2027 school year. The contract, which the board approved on March 26, 2026, established a Texas Partnership, commonly referred to as an SB1882 Partnership, with Friends of Challenge Early High School. The amendments are required by the Texas Education Agency for HISD to receive Texas Partnership benefits with this contract.

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

**RECOMMENDED:** That the School Board approves the amended and restated contract with Friends of Challenge Early High School to operate Challenge Early High School beginning in the 2026-2027 school year, effective June 26, 2026.



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6/25/2026

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Office of the Superintendent of Schools

Office of Strategic Initiatives

Approval Of Amended And Restated Contract With Friends Of The Houston Academy For International Studies To Operate The Houston Academy For International Studies With Texas Partnership Benefits (1882 Benefits)

The Houston Independent School District (HISD) School Board is asked to approve the amended and restated contract with Friends of the Houston Academy for International Studies to operate the Houston Academy for International Studies (HAIS) beginning in the 2026-2027 school year. The contract, which the board approved on March 26, 2026, established a Texas Partnership, commonly referred to as an SB1882 Partnership, with Friends of the Houston Academy for International Studies. The amendments are required by the Texas Education Agency for HISD to receive Texas Partnership benefits with this contract.

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

**RECOMMENDED:** That the School Board approves the amended and restated contract with Friends of the Houston Academy for International Studies to operate HAIS beginning in the 2026-2027 school year, effective June 26, 2026.



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6/25/2026

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Office of the Superintendent of Schools

Office of Strategic Initiatives

Approval Of Amended And Restated Contract With Friends Of Energy Institute High School To Operate Energy Institute High School With Texas Partnership Benefits (1882 Benefits)

The Houston Independent School District (HISD) School Board is asked to approve the amended and restated contract with Friends of Energy Institute High School to operate Energy Institute High School beginning in the 2026-2027 school year. The contract, which the board approved on March 26, 2026, established a Texas Partnership, commonly referred to as an SB1882 Partnership, with Friends of Energy Institute High School. The amendments are required by the Texas Education Agency for HISD to receive Texas Partnership benefits with this contract.

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

**RECOMMENDED:** That the School Board approves the amended and restated contract with Friends of Energy Institute High School to operate Energy Institute High School beginning in the 2026-2027 school year, effective June 26, 2026.



## Consent Agenda

4400 WEST 18TH STREET  
HOUSTON, TEXAS 77092

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6/25/2026

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Office of the Superintendent of Schools

Office of Strategic Initiatives

Approval Of Amended And Restated Contract With Collaborative For Children To Operate Prekindergarten Partnerships With Texas Partnership Benefits (1882 Benefits)

The Houston Independent School District (HISD) School Board is asked to approve the amended and restated contract with Collaborative for Children to operate prekindergarten (pre-k) partnerships with HISD beginning in the 2026-2027 school year. The contract, which the board approved on March 26, 2026, established a Texas Partnership, commonly referred to as an SB1882 Partnership, with Collaborative for Children. The amendments are required by the Texas Education Agency for HISD to receive Texas Partnership benefits with this contract.

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

**RECOMMENDED:** That the School Board approves the amended and restated contract with Collaborative for Children to operate pre-k partnerships beginning in the 2026-2027 school year, effective June 26, 2026.



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6/25/2026

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Office of the Superintendent of Schools

Office of Finance and Operations

*Approval Of The 2026-2027 Recommended Budget*

The recommended 2026-2027 budget for the Houston Independent School District (HISD) reflects the allocation of revenues and expenditures to support educational programs and services defined by the district's purpose, goals, strategic intent, and core values. It represents the vision of district leadership articulated through financial and operating policies and is a delicate balance of choices representing the educational needs of students and the ability of the community and the state to provide the financial support to serve them.

Projected revenues and other financing sources for the 2026-2027 General Fund are \$2,036,447,058, a 3.9-percent decrease over the 2025-2026 budgeted revenues.

Appropriations included in the recommended budget for the General Fund total \$2,037,237,938, a 4.7 percent decrease from the 2025-2026 budgeted expenditures.

The district plans to use \$790,881 of fund balance in 2026-2027 to fund the district's budget.

The maintenance and operations (M&O) tax rate used for the budget presented is \$0.6754 and the debt service tax rate used is \$0.1667, for a combined tax rate of \$0.8421 per \$100 of assessed value. The maximum M&O tax rate that the district is allowed to adopt will be communicated by the Texas Education Agency (TEA) to the district in August 2026 and this rate will be adjusted accordingly before it is presented to the board this fall for adoption.

The *2026-2027 Recommended District Budget* includes the following recommended appropriations which also require board approval:

Debt Service Fund	\$444,356,039
Nutrition Services Fund	\$130,565,713

The detailed budget by function for the General Fund, Debt Service Fund, and Nutrition Services Fund is attached.

COST/FUNDING SOURCE(S):                      Included in the *2026-2027 Recommended District Budget*

STAFFING IMPLICATIONS:                      Included in the *2026-2027 Recommended District Budget*

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board approves the *2026-2027 Recommended District Budget* for fiscal year 2026-2027, effective June 26, 2026.

**HOUSTON INDEPENDENT SCHOOL DISTRICT  
RECOMMENDED BUDGET**

SCHEDULE OF REVENUES, APPROPRIATIONS, AND CHANGES IN FUND BALANCE - GENERAL FUND, DEBT SERVICE, AND NUTRITION SERVICES  
FOR THE FISCAL YEAR ENDED JUNE 30, 2027

<b>REVENUES</b>		<b>General Fund</b>	<b>Debt Service</b>	<b>Nutrition Services</b>
Local sources		1,604,861,362	383,039,437	6,626,717
State sources		364,725,695	16,484,589	491,957
Federal sources		20,860,000		123,951,771
Total revenues		\$ 1,990,447,057	\$ 399,524,026	\$ 131,070,445
<b>APPROPRIATIONS</b>				
11	Instruction	\$ 1,148,040,067	\$ -	\$ -
12	Instructional resources and media services	5,059,621	-	-
13	Curriculum development and instructional staff development	10,669,615	-	-
21	Instructional leadership	79,557,300	-	-
23	School leadership	215,400,326	-	-
31	Guidance, counseling, and evaluation services	56,597,969	-	-
32	Social work services	2,546,968	-	-
33	Health services	24,494,267	-	-
34	Student (pupil) transportation	50,424,755	-	-
35	Food services	68,900	-	125,860,656
36	Co-curricular/extracurricular activities	22,567,751	-	-
41	General administration	52,226,155	-	710,500
51	Facilities maintenance and operations	196,948,263	-	3,994,557
52	Security and monitoring services	35,579,566	-	-
53	Data processing services	42,549,020	-	-
61	Community services	6,839,219	-	-
95	Juvenile justice alternative education program	792,000	-	-
97	Payments to tax increment fund	44,698,594	-	-
99	Tax appraisal and collection	19,913,644	-	-
Debt service				
71	Principal	-	384,380,000	-
71	Interest and fiscal charges	-	59,976,039	-
81	Capital outlay	33,011		
Total expenditures		2,015,007,011	444,356,039	130,565,713
Excess (deficiency) of revenues over (under) expenditures		(24,559,954)	(44,832,013)	504,732
<b>OTHER FINANCING SOURCES (USES)</b>				
Transfers in		11,000,000	26,068,025	-
Sale of Property		35,000,000	-	-
Premium on the sale of refunding debt		-	4,767,364	-
Transfers out		(22,230,927)	-	-
Total other financing sources (uses)		23,769,073	30,835,389	-
Net change in fund balances		(790,881)	(13,996,624)	504,732
Estimated fund balances—beginning <sup>(1)</sup>		730,042,378	187,231,351	44,842,340
Estimated Fund balances—ending		\$ 729,251,497	\$ 173,234,727	\$ 45,347,072

(1) Fund balances will be updated once the 2025-2026 Annual Comprehensive Financial Report (ACFR) is complete.

(2) Budgetary entry only - records legal spending authority; does not post to the balance sheet or income statement

Estimated Revenues - TEA 1882 Allotment (Fund 420/194) \$25,232,983

Appropriations - Transfer to 1882 Partner (Fund 420/194) \$25,232,983

**Taxpayer Impact Statement**  
(Pursuant to Texas Government Code Section 551.043(c)(2))  
**HOUSTON ISD**

Tax Year 2026

Fiscal Year (Tax Year) *	Median-Valued Homestead **	Tax Rate per \$100 of Value	Estimated Property Tax Bill
FY 2025-2026 (TY 2025)	<b>\$296,941</b>	<b>\$0.87830</b> Adopted 2025 Tax Rate	<b>\$2,608</b> \$296,941 / \$100 x \$0.87830
FY 2026-2027 (TY 2026)	<b>\$300,473</b>	<b>\$0.84210</b> Proposed 2026 Tax Rate based on proposed budget for 2026-2027	<b>\$2,530 ***</b> \$300,473 / \$100 x \$0.84210

\* The tax year begins on January 1

\*\* The median-valued homestead is median appraised value. The estimated property tax bill is based on taxable value which is appraised value less exemptions.

\*\*\* The tax year 2026 data are estimates based on information currently available. The "Taxpayer Impact Statement" will be revised when more accurate information becomes available.



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6/25/2026

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Office of the Superintendent of Schools

Office of Finance and Operations

Approval Of Vendor Awards For Purchases Which Cost \$1,000,000 Or More

The purpose of this item is to authorize vendor awards for purchases which cost \$1,000,000 or more. Pursuant to School Board policy, contracts for purchases which cost \$1,000,000 or more are submitted to the Houston Independent School District (HISD) School Board for approval before purchase orders and/or agreement letters are issued. The Purchasing Services Department, authorized by board policy, enters into purchase agreements for bid projects less than \$1,000,000, subject to ratification by the School Board.

When determining the successful bidder, consideration is given to the quality of the articles supplied, conformity with developed specifications, suitability to the requirements of the educational system, and delivery terms. All advertised bids comply with historically underutilized business program procedures. All contracts are negotiated and executed with the supplier(s) providing the best overall value for the district.

The attachment reflects the names of successful bidders and a description of the items to be purchased.

COST/FUNDING SOURCE(S):                      None

STAFFING IMPLICATIONS:                      None

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board approves vendor awards for purchases which cost \$1,000,000 or more, effective June 26, 2026.

**Approval of Cooperative Project  
Recommended for 6/25/2026 Board Agenda**

<b>Project Information</b>	26-06-09-23 – Cooperative / Appraisal and Incentive Management (AIM) Platform – (Sanchez) – (CTO)
<b>Project Description</b>	The purpose of this project is to obtain professional and consulting services to design and support the Appraisal and Incentive Management (AIM) platform, which contains the various appraisal systems used for districtwide employee development and performance evaluations. Based on annual appropriations, the projected expenditure is not to exceed \$1,500,000 for the duration of the project. This is a cooperative agreement with The Interlocal Purchasing System (TIPS) utilizing cooperative project number 260105 in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LLEGAL).
<b>Project Term</b>	The project term is from June 26, 2026, through May 31, 2027, with two automatic renewals, if TIPS executes its project renewal options, not to extend beyond May 31, 2029.
<b>Amount not to Exceed (Project Term)</b>	\$1,500,000

<b>Recommended Vendor(s) for Approval</b>	<b>HUB Commitment</b>
Scholar Haven, LLC	N/A

**Amendment to Item Approved on a Prior Agenda  
Recommended for 6/25/2026 Board Agenda**

<b>Project Information</b>	26-08-04-48 – Interlocal / Appraisal and Incentive Management (AIM) Platform – (Sanchez) – (CTO) – Vendor Name Change
<b>Project Description</b>	This project was originally approved by the School Board on September 11, 2025. The purpose of this project amendment is to change the name of an awarded vendor through a contract reassignment beginning June 10, 2026, with no additional increase in funding, to obtain professional and consulting services to design and support the Appraisal and Incentive Management (AIM) platform containing the various appraisal systems used for employee development and performance evaluations districtwide. Battelle for Kids has changed its business name to Scholar Haven, LLC. This is an interlocal agreement with the Central Texas Purchasing Alliance (CTPA) / Lubbock Independent School District (LISD) utilizing interlocal project number 2025-1105 in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL)
<b>Project Term</b>	The project term is from September 12, 2025, through June 30, 2026, with two automatic annual renewals, if LISD executes its project renewal options, not to extend beyond June 30, 2028.
<b>Amount not to Exceed (Project Term)</b>	N/A

<b>Recommended Vendor(s) for Approval</b>	<b>HUB Commitment</b>
Scholar Haven, LLC	N/A

## Code Legend

### HUB – Historically Underutilized Business Notations

- A. Certified HUB firm; if listed as A-100% indicates a HUB firm; if listed as A->100% the awardee will subcontract with a HUB firm(s).
- B. Non-HUB firm; who will subcontract the indicated percentage with a HUB firm(s) to meet or exceed the District's goal.
- C. Non-HUB firm; if listed as C-<%, the awardee will subcontract with a HUB firm(s) for a percentage less than the District's goal. If listed as, C-D, the awardee made a good faith effort.

### Other Status Options

(NP-0%) - Non-profit/Government-entity