

Publisher's Guide for IMR Submission

2025-2028 Review Cycles

Updated June 2026



Publisher’s Guide for Instructional Materials Review (IMR) Submission

2025-2028 Review Cycles

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Purpose

Instructional and intervention materials are some of the most important tools educators use in the classroom to enhance student learning. It is critical that they fully align with state standards and are of high quality if they are to provide meaningful instructional support. While local schools and school systems have the autonomy to choose their own instructional materials, the Louisiana Department of Education (LDOE) aims to support local decision-makers by providing them with the results of ongoing reviews that help identify [high-quality instructional materials](#) provided by participating vendors.

IMR Submission and State Review Process Overview

Submission Steps	
Step 1: Determine Review Eligibility	Eligibility for an online state review requires meeting all minimum criteria and providing the required information. Review the eligibility criteria and ensure all necessary resources are in place.
Step 2: Prepare for the State Review	Prepare all of the resources needed, and use the file naming conventions shown to organize them. Suggested resources are optional but helpful for the review.
Step 3: Complete the LDOE Instructional Materials Review Submission Form	The resources prepared in Step 2 will be uploaded as part of the submission. After the submission, the state review process will follow the phases explained in the State Review section that follows.
State Review	
Submission Phase 1: Initial Prescreening	Submission is prescreened to confirm eligibility, online access, and that all resources are available. Missing information will be requested and may delay the completion of Phase I. When prescreening is complete, the content provider will receive notification that the program has been placed in the queue for assignment to a review team.
Submission Phase 2: State Vetting and Publisher Response	Submission is examined by the review team, feedback is given to the content provider, and the content provider is given 20 days to respond. The response is evaluated, and a final determination is made. Programs requiring change may be placed under construction.
Submission Phase 3: Publication	Submission is published after the final determination, and the next steps are confirmed with the provider.
Published State Reviews	
Published State Reviews	State review findings are posted on the Tiered Reviews web page for consideration by school systems.

IMR Submission Steps

Step 1: Determine Review Eligibility

Content providers are invited to submit instructional materials, both proprietary and Open Educational Resources (OER)¹, aligned to Louisiana’s academic state standards and grade-level expectations.

To be eligible for review, submissions must:

- fall into the content areas accepted for review;
- meet eligibility criteria;
- include at least three School System Endorsements; and
- include additional documentation, if applicable.

Content Areas Accepted for Review

Content Areas Accepted for Review for the 2026–2027 Review Cycle	
Science (Full Course/Stand Alone) <ul style="list-style-type: none">• K–8 Science• High School Courses: Biology, Physical Science, Chemistry, Environmental Science, Physics, Earth and Space Science	Social Studies (Full Course/Stand Alone) <ul style="list-style-type: none">• K–8 Social Studies• High School Courses: World Geography, Civics, U.S. History, World History
Dyslexia Intervention <ul style="list-style-type: none">• Dyslexia Intervention K–12	
Content Areas Accepted for Review for the 2027–2028 Review Cycle	
Early Childhood Education (ECE, Birth to Five) <ul style="list-style-type: none">• Integrated programs for Infant/Toddler and Preschool• Language/Literacy for Preschool• Mathematics for Preschool	Mathematics (Full Course/Stand Alone) <ul style="list-style-type: none">• K–8 Mathematics• High School Courses: Algebra I, Geometry, Algebra II, Integrated Math I-III
ELA (Full Course/Stand Alone) <ul style="list-style-type: none">• K–8 English Language Arts (ELA)• High School Courses: English I-IV	Foundations of Reading Intensive Intervention <ul style="list-style-type: none">• ELA Intensive Intervention 3–12
Science (Full Course/Stand Alone) <ul style="list-style-type: none">• K–8 Science• High School Courses: Biology, Physical Science, Chemistry, Environmental Science, Physics, Earth and Space Science	Social Studies (Full Course/Stand Alone) <ul style="list-style-type: none">• K–8 Social Studies• High School Courses: World Geography, Civics, U.S. History, World History

Eligibility Criteria

To be eligible for a state review, the following criteria must be met:

- [Terms of Service](#) must be understood and require agreement to participate.
- Copyright is 2015² or later.
- Materials are designed to address the [latest state rubrics available online](#).
- Materials are available for review online or in digital format.

¹ Open educational resources (OER): Learning materials that are available under a Creative Commons Attribution 4.0 International [license](#) that allows them to be: reused, revised, remixed, and redistributed. See www.oercommons.org.

² Copyright exceptions may be made on a case-by-case basis.

- The opportunity for [parents and the public to view and submit comments on all textbooks and instructional materials under review](#) will be provided online³ (for a four-week window).
- User name(s) and password(s) are created for online access by content providers for reviewer and public access.
- Accessibility standards⁴ for conversion into alternate formats are disclosed.
- Technology requirements⁵ to utilize the program are disclosed.
- **See pages 12-13 for Early Childhood Education (ECE) Content-Specific Eligibility Criteria and additional submission instructions.**

School System Endorsements

If the previous eligibility criteria are met, publishers must also:

- Submit at least three **School System Endorsements**
 - A [School System Endorsement](#) is a letter from a Louisiana school system that formally requests the review of the submitted instructional materials with the intent to purchase the materials contingent upon the classification as Tier 1.
 - The School System Endorsement letter must be completed on a school system letterhead and be provided by a system-level leader, such as a superintendent, chief academic officer, or other administrator responsible for overseeing the operations and leadership of multiple schools.
 - Publishers should only submit one School System Endorsement per school system per product submitted for review.
 - The three **School System Endorsements** must be representative of at least 10 (ten) schools.

The template of the School System Endorsement letter is provided in [Appendix I](#), and page 9 includes a link to a Word version of the template. Submissions without at least three School System Endorsements (representative of at least ten schools) **will not be eligible for review**.

Technology Specifications and Alternate Format Assurance Forms

The LDOE requires publishers to submit comprehensive technology specifications and alternate format assurances as part of the IMR process. Compliance ensures that all digital and print materials are accessible, secure, and compatible with Louisiana’s educational infrastructure. Refer to the [Technology Specifications and Alternative Formats Assurance Guidance](#) document for publisher submission guidance.

Publishers must include the following documents with their submission:

- Completed [Technology Specifications Form](#)
- Completed [Alternative Format Assurance Form](#)

Publishers must include links to the following documents with their submission:

- Voluntary Product Accessibility Template (VPAT)
- Privacy Policy
- Terms of Service
- Data Processing Agreement (DPA)

Technology Specifications

The LDOE requires publishers to submit comprehensive technology specifications as part of the IMR process. Every publisher submitting materials for review **must** complete a mandatory technical

³ Publishers should secure digital rights to share their materials. See industry norms at the end of this document.

⁴ NIMAS compliant file sets sent to NIMAC help school systems obtain materials in needed formats in a timely manner.

⁵ Disclosure of program technical specifications helps school systems allocate resources that ensure students can access high-quality instructional materials.

prescreen. These specifications ensure that instructional materials meet Louisiana’s standards for infrastructure, security, and student data privacy.

Key Data Categories to Disclose

Publishers must provide detailed information across eight core categories:

Category	Key Requirements to Disclose
Platform & Access	Delivery format [Web, Native, Learning Management System (LMS) plug-in], hosting model (software as a service (SaaS) vs. school-hosted), and single sign-on (SSO) standards (SAML, OAuth, LTI).
Compatibility	Supported device types, minimum/oldest/newest operating system (OS) and browser versions, and mobile responsiveness.
Infrastructure	Internet requirements, per-user bandwidth, required firewall exceptions, and offline functionality limitations.
Integration	Supported LMS/Student Information System (SIS) integrations, rostering standards (OneRoster, API, Ed-Fi), and gradebook sync capabilities.
Data & Privacy	Data elements collected/stored, FERPA/COPPA compliance, encryption standards (TLS 1.2+), and data retention policies.
AI Disclosure	Type of AI used (e.g., Generative, Predictive), human oversight protocols, and whether student data is used for training.
Support	Support hours, methods (email, phone, chat), and implementation assistance.

Alternative Format Assurances ([La. R.S. 17:351.1](#))

Pursuant to [La. R.S. 17:351.1](#), all materials must ensure access for students with disabilities. All print materials must be available in electronic formats that meet the [National Instructional Materials Access Standards](#) (NIMAS). This ensures that materials can be converted into specialized formats such as braille or large print. The following table lists the accessibility features required to be disclosed.

Category	Key Requirements to Disclose
Tagged PDFs	Ensures reading order and structured headings for screen readers.
ePUB 3	Provides reflowable text for better viewing on mobile devices.
Image Alt-Text	Provides descriptive text for non-decorative images and complex graphics.
Math/STEM Accessibility	Uses MathML or LaTeX to make STEM content accessible to screen readers.

Tech Readiness Seal

The [Tech Readiness Seal](#) is an *optional designation* available to instructional materials that have already achieved a Tier 1 rating through the LDOE IMR process. This seal recognizes platforms that meet advanced standards for security, accessibility, interoperability, and operational readiness.

Additional Documentation (if applicable)

Additional documentation for Prioritized K–12 Science Reviews, OER Submission, and Resubmissions:

- **For Prioritized K–12 Science Reviews:** If submitting materials that have met Gateways 1 and 2 through the EdReports review process, submit EdReports documentation of meeting Gateways 1 and 2. The copyright of submitted materials must be the same as the copyright of the materials reviewed by EdReports. EdReports are not required for submissions, but if submitted for K–12 Science submissions, the submission will receive priority in the review queue.
- **For Open Educational Resources (OER):** If submitting OER instructional materials, prepare a Summary of Changes made to OER materials.
- **Resubmission Summary:** If the submitted materials have previously been reviewed and did not receive a Tier 1 rating, prepare a single-page summary of the changes made to the areas identified as weak in the previous review.

Step 2: Prepare for the State Review

Create a shared folder (e.g., Google Docs or Dropbox) and store all required/suggested documents as shown in the chart below. If you need additional information about sharing a Google folder, please review these [instructions](#).

Upload the following documents as part of your online submission:

Required Documents/Templates	Submission Notes	Filename Convention* (Submit as filename shown)
Submit Terms of Service	Eligibility requires vendors to initial each of the Terms of Service and to sign an agreement with the terms.	0_VendorName_Terms of Service.pdf
Submit documentation of alignment to state standards	Prepare a state correlation document using the appropriate state standards .	1_VendorName_Correlation to Louisiana Standards.Title.Grade Level.doc/pdf
Submit documentation of alignment to rubric criteria and indicators	Complete and submit an evaluation rubric for each grade/course level for review using the appropriate rubric.	2_VendorName_IMET.Title.Grade Level.doc/pdf
Submit a navigation guide and/or video	Prepare a navigation guide and/or 20-minute video explaining where to start when looking at alignment to the evaluation criteria within the rubric. Provide guidance for reviewers on navigating materials. Include user names and passwords for reviewers and for public online access.	3_VendorName_Title.Navigation Guide.doc/pdf 4_VendorName_Title.Navigation Guide.mp4
Download and Submit Alternate Formats Assurance	Complete the Alternate Formats Assurance by selecting the formats that are available that allow conversion of print into alternate formats such as braille, large print, audio, and/or digital formats. If rated Tier 1, you must provide file sets that allow conversion.	5_VendorName_Alternate Format Assurance.doc/pdf
Download and Submit Technology Specifications	Complete the Technology Specifications Form by providing the specifications needed to operate your online program components, if purchased (e.g., operating system, hardware, software, etc.).	6_VendorName_TechSpecs.doc/pdf
Submit EdReports Gateway 1 and 2 Reports (for K–12 Science, if applicable)	K–12 Science Submissions that have met Gateways 1 and 2 of EdReports will receive priority in the review queue. Please submit a PDF file of the full report.	7_VendorName_EdReports Review Report.doc/pdf
Submit OER Summary of Changes (if applicable)	Prepare an OER Summary of Changes for OER materials submissions that outlines all changes made to the original materials.	8_VendorName_OER Summary of Changes.doc/pdf

Submit Resubmission Summary Page (if applicable)	Prepare a single-page summary of the changes made to the areas identified as weak in the previous review (for programs previously reviewed only).	9_VendorName_Resubmission.Summary.doc/pdf
Submit School System Endorsement Letters	Submit at least three School System Endorsement letters, each completed and signed by a system-level leader. Combine all letters into one PDF.	10_VendorName_System Endorsement.pdf
Submit Text Complexity Analysis (Required for K–12 ELA)	Prepare and submit the analysis of the texts used in the ELA program. For more information, see the LDOE documents: Guide for Determining Text Complexity and the informational/literary text readability rubrics.	11_VendorName_Text Complexity.doc/pdf
Submit evidence of research-based program design (Required for ELA Intensive Intervention)	Compile and submit an overview of the research-based program design and documentation of effectiveness in phonics, fluency, advanced word study, and comprehension.	12_VendorName_Program Design.Title.doc/pdf
Submit Program Effectiveness Research (Required for Intensive ELA Intervention)	Compile and submit research studies that demonstrate the effectiveness of the program.	13_VendorName_Program Effectiveness Research.Title.pdf
Submit Dyslexia Intervention Prescreening Requirements Form (Required for Dyslexia Intervention)	Complete and submit the Dyslexia Intervention Prescreening Requirements Form , regardless of grade band or review pathway.	14_VendorName_Dyslexia Intervention Prescreening Form.pdf
Submit Dyslexia Intervention Evidence documents (Required for Dyslexia Intervention)	Compile and submit evidence documents included on the Dyslexia Intervention Prescreening Requirements Form . Use 15a, 15b, 15c, and so on when creating filenames.	15a_VendorName_Attachment Title.ppt/pdf 15b_VendorName_Attachment Title.ppt/pdf 15c_VendorName_Attachment Title.ppt/pdf <i>Continue with 15d, 15e, 15f, etc., as needed.</i>

Step 3: Submission

Complete the [online submission form](#) and share the required documents.

To submit your entry for consideration, complete the [online submission form](#), and share a folder with all **required** and **suggested** documents prepared in Step 2 (using the **required* filename** formatting conventions listed below) with LouisianaCurriculumReview@la.gov. If you need additional information about sharing a Google folder, please review these [instructions](#).

- 0_VendorName_Terms of Service.pdf
- 1_VendorName_Correlation to Louisiana Standards.Title.Grade Level.doc/pdf
- 2_VendorName_IMET.Title.Grade Level.doc/pdf
- 3_VendorName_Title.Navigation Guide.doc/pdf
- 4_VendorName_Title.Navigation Guide.mp4
- 5_VendorName_Alternate Format Assurance.doc/pdf
- 6_VendorName_TechSpecs.doc/pdf
- 7_VendorName_EdReports Review Report.doc/pdf
- 8_VendorName_OER Summary of Changes.doc/pdf
- 9_VendorName_Resubmission.Summary.doc/pdf
- 10_VendorName_System Endorsement.pdf
- 11_VendorName_Text Complexity.doc/pdf
- 12_VendorName_Program Design. Title.pdf
- 13_VendorName_Program Effectiveness Research.Title.pdf
- 14_VendorName_Dyslexia Intervention Prescreening Form.ppt/pdf
- 15_VendorName_Attachment Title.ppt/pdf

Online State Review

After submitting, publishers will receive periodic email notifications from our office at each phase of review (e.g., initial screening, state review, and publication). The review status is provided in the [IMR Weekly Report](#).

2025-2027 Review Cycle Information

Content Areas Accepted for Review

K–12 Science and K–12 Social Studies
Submissions accepted year-round.
<p>Review of science and social studies materials will occur in the order that the submission is complete, placed in the review queue, and ready for assignment. Priority is given to updated materials currently rated Tier 1 and/or materials that add to a Tier 1 series. Materials submitted before July 1, 2026, will be evaluated with the 2025-2026 K–12 Science or Social Studies IMR Rubric. Materials submitted between July 1, 2026, and June 30, 2027, will be evaluated with the 2026–2027 IMR rubrics.</p> <ul style="list-style-type: none"> • IMR Rubric - Science K–12 • IMR Rubric - Social Studies K–12
K–12 Dyslexia Intervention
Submissions accepted from July 1, 2026, to July 31, 2026.
<p>Review of Dyslexia Intervention materials will occur in the order that the submission is complete, placed in the review queue, and ready for assignment. Materials submitted between July 1, 2026, and July 30, 2026, will be evaluated with the 2026–2027 IMR Rubric. See specific guidance for Dyslexia Intervention submissions on pages 17-19 of this guide.</p> <ul style="list-style-type: none"> • IMR Rubric - Dyslexia Intervention K–12

Review Cycle Timeline and Process

Review Cycle Timeline: K–12 Science and Social Studies	
Year Round	The submission window is open year-round.
	The LDOE leads teams of reviewers in the state review process.
Review Cycle Timeline: K–12 Dyslexia Intervention	
July 1, 2026	The submission window opens.
July 31, 2026	The submission window closes.
July–August 2026	The LDOE pre-screens submissions to determine eligibility and readies the queue for assignment, as approved.
September 2026 - June 2027	The LDOE leads teams of reviewers in the state review process.

Social Studies Submission Guidance

The LDOE has updated the [Freedom Framework social studies standards](#) regarding Grade 4 standard 4.19a and Grade 5 standard 5.13a. Publishers should review the [News Release](#) and [System Guidance for the Updated Freedom Framework](#) to ensure alignment with the updated standards.

Science Submission Guidance

Grades 6-8 submissions must be packaged as grade-level courses and not as one middle school course.

Dyslexia Intervention Submission Guidance

See pages 16-18 for detailed instructions and information for dyslexia intervention submissions.

2027–2028 Review Cycle Information

Content Areas Accepted for Review

ECE, K–12 ELA, K–12 Mathematics, and 3–12 ELA Intensive Intervention
Submissions accepted from October 1, 2026, to February 28, 2027.
Review of Early Childhood Education (ECE), ELA, Mathematics, and ELA Intensive Intervention materials will occur in the order that the submission is complete, placed in the review queue, and ready for assignment. Priority is given to updated materials currently rated Tier 1 and/or materials that add to a Tier 1 series. Materials submitted between October 1, 2026, and February 28, 2027, will be evaluated with the 2026–2027 IMR Rubrics. <ul style="list-style-type: none">• IMR Rubric - ECE, Ages Birth to Five• IMR Rubric - ELA K–12• IMR Rubric - Mathematics K–12• IMR Rubric - Foundations of Reading Intensive Intervention

Review Cycle Timeline and Process

Review Cycle Timeline: ECE, K–12 ELA, K–12 Mathematics, and 3–12 ELA Intensive Intervention	
October 1, 2026	The submission window opens for the 2027–2028 Review Cycle.
February 28, 2027	The submission window closes for the 2027–2028 Review Cycle.
March 1, 2027 - June 30, 2027	The LDOE pre-screens submissions to determine eligibility and readies the queue for assignment, as approved.
July 1, 2027 - June 30, 2028	The LDOE leads teams of reviewers in the state review process.

Early Childhood Education Guidance

In preparation for ECE submissions and to **ensure alignment with the standards and all five domains**, the LDOE recommends that publishers review the following resources:

- [Louisiana’s Early Learning and Development Standards \(ELDS\)](#);
- [2025-2026 IMR Rubric - ECE, Ages Birth to Five](#);
- additional guidance provided in the [2025 Early Learning and Development Standards \(ELDS\)](#); and
- the variety of resources located on the [Early Childhood Planning](#) web page.

ECE Content-Specific Eligibility Criteria

In addition to meeting the eligibility requirements listed on pages 4 and 5, the following ECE content-specific criteria must also be met to be eligible for review:

- Uses technology only to supplement the curriculum and is not the focus
- Includes at least language and literacy or mathematics
- Integrated curriculum, if submitted, includes materials and activities that address interpersonal skills specific to the language and intent of Louisiana’s ELDS
- Integrated curriculum, if submitted, will be evaluated for **alignment to all five domains** of the ELDS
- Includes scope and sequence of the standards and recommended teaching order
- Contains weekly/daily lesson plans to guide early childhood educators for an entire academic or calendar year
- Provides suggestions for age-appropriate learning centers around the classroom with activities and manipulatives for children to work in small groups and independently
- Offers professional learning for early childhood educators to use the curriculum effectively

ECE Submission Steps

Complete the following submission steps to submit ECE materials for review:

- **Step 1:** Determine [eligibility](#) using the criteria on pages 4 and 5, along with the ECE Content Specific Criteria listed above;
- **Step 2:** Complete [Step 2: Prepare for the State Review](#) on pages 8 and 9; and
- **Step 3:** Complete [Step 3: Submission](#) on page 10.

ELA, Intensive Intervention, and Mathematics

Cover Page Reviews, Resubmissions, and Updated Materials

The Board of Elementary and Secondary Education (BESE) called for a [review of the Louisiana Student Standards for ELA and math](#). The standards review process began in December 2024. BESE approved the standards in March 2026.

- [Proposed Updates to the K-12 Louisiana Student Standards for ELA 2025](#)
- [Proposed Updates to the K-12 Louisiana Student Standards for Mathematics 2025](#)

Cover Page Review Process

As part of the LDOE’s support for a seamless transition to these new standards, the LDOE identified the major changes in the standards and their potential impact on the criteria used to review instructional materials. Publishers of Tier 1 materials received the opportunity to submit for a Cover Page Review to ensure alignment with the revised standards. The status of the Cover Page Reviews is included on the [ELA and Math Standards Alignment Review Status Report](#). Titles in alignment with the revised standards will remain posted until the original archive date of the materials. Titles not in alignment will be moved to the Tier 1 section under the dropdown, Not Aligned to 2026 Louisiana Student Standards (LSS), of the [Tiered Reviews](#) web page, until June 1, 2027. On June 2, 2027, titles not in alignment will move to the Tier 3 section of the [Tiered Reviews](#) web page until the official archive date.

Cover Page Review Results and Next Steps

Archive Date	Not Submitted	Retain Tier 1 Rating	Not Aligned to 2026 LSS
2023-2026	Review removed from the Tier 1 section and archived	If materials are resubmitted in July, the review will remain posted until the review of the resubmitted materials is complete.	Removed from the current dropdown of the Tier 1 section of the Tiered Reviews web page and added to the Not Aligned to 2026 LSS dropdown until June 1, 2027*
2027+	Review removed from the Tier 1 section and archived	Remain posted until the official archive date	Removed from the current dropdown of the Tier 1 section of the Tiered Reviews web page and added to the Not Aligned to 2026 LSS dropdown until June 1, 2027*

*On June 2, 2027, reviews will be removed from the Not Aligned to 2026 LSS dropdown and added to the Tier 3 section of the Tiered Reviews web page.

Resubmission Review Process

The LDOE did not archive any Tier 1 materials during the Standards Review process. Tier 1 materials that retain the Tier 1 rating after the Cover Page Review Process with an archive date between 2023 and 2026 have the opportunity to resubmit materials for review in July 2026. Publishers may submit the original materials or an updated version of the materials. The currently posted review will remain posted until the review of the resubmitted materials is complete. Tier 1 materials that retain the Tier 1 rating after the Cover Page Review Process (with a 2023 through 2026 archive date) that are not resubmitted for review will be removed from the Tier 1 section and added to the [Archived State Reviews Report](#). Materials with a 2026 archive date will archive as scheduled.

Updated Materials

Publishers of Tier 1 materials with an archive date of 2027 or later may resubmit materials one year ahead of the archive date, beginning October 1, 2026. Prioritization and additional guidance on resubmitting materials will be provided as the window of submission approaches. All submissions during this window will require at least three School System Endorsements.

Timeline

Dates	April–July 2026	July 2026 - Until	October 2026 - Until
Review Type	Tier 1 Cover Page Reviews	Tier 1 Resubmissions Reviews	Updated Tier 1 Materials Reviews
Eligibility	Tier 1 before the Standards Review	Retained Tier 1 through Cover Page Review with a 2023-2026 archive date	Retained Tier 1 through Cover Page Review with a 2027+ archive date
Submission Window	March 17, 2026 - April 20, 2026	July 1, 2026 - July 31, 2026	October 1, 2026 - February 28, 2027

2026–2027 Dyslexia Intervention Review Cycle

Dyslexia Intervention Overview

Louisiana has developed a Dyslexia-Specific IMR rubric aligned to Louisiana [Bulletin 1903](#), Louisiana’s [Tiered Pathways for Literacy Support](#) framework, and the Science of Reading⁶. This review process is designed to identify high-quality, evidence-based dyslexia intervention programs that provide explicit, systematic, cumulative, multisensory, and diagnostic-to-prescriptive instruction for students with dyslexia.

The review process includes:

- a foundational review phase (K–2 Dyslexia Intervention Pathway or 3–12 Foundations of Reading Intensive Intervention criteria, as applicable);
- a Dyslexia-Specific Review aligned to Louisiana’s Dyslexia IMR Rubric;
- an Additional Criterion evaluating evidence of effectiveness for students with dyslexia; and
- an optional Program Accreditation and Recognition Endorsement.

IMR and Dyslexia Prescreening Requirements (Grades K–2)

Eligibility for Review

All **3–12 materials** submitted for a Dyslexia-Specific Review must first meet the Tier 1 - Exemplifies Quality criteria established in the 3–12 Foundations of Reading Intensive Intervention IMR rubric. This set of criteria will serve as a foundational review for all materials, regardless of the grade band(s) served. Grades 3–12 materials that meet all Tier 1 - Exemplifies Quality Foundations of Reading Intensive Intervention Criteria are eligible to advance to the Dyslexia-Specific Review.

All **K–2 materials** submitted for a Dyslexia-Specific Review must first meet all of the criteria of the K–2 Dyslexia Intervention Pathway. Grades K–2 materials that meet all criteria of the K–2 Dyslexia Intervention Pathway are eligible to advance to the Dyslexia-Specific Review.

Prescreening Requirements

Publishers must submit all **required documentation for IMR submission** in addition to evidence demonstrating alignment to the Science of Reading, including (but not limited to) evidence-based practices that support direct, explicit, and systematic instruction of phonological awareness, phonics, and fluency. Publishers must also **meet all Dyslexia Prescreening Requirements** to be eligible for review.

- Evidence that the materials are designed as a dyslexia intervention [not a general Response to Intervention (RTI)] for use in addition to core instruction.
- Evidence that materials align to a defined scope and sequence showing systematic and cumulative progression with spiraled review.
- Evidence that the materials offer and clearly describe training and/or certification options to support implementation.
- Submission of materials to provide evidence of the required instructional components.
- Clear and concise pricing structures for an LEA to purchase and implement the product.
- Statement that materials do not use three- cueing/MSV or visual memory strategies for word recognition.

⁶ The **Science of Reading** is a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing. For studies to be considered “scientifically-based research,” they must be experimental/quasi-experimental, have detailed description of study methods to allow for replication or refinement of findings, and be published in a peer-reviewed journal.

2026–2027 Dyslexia Intervention Review Cycle Timeline 2026–2027

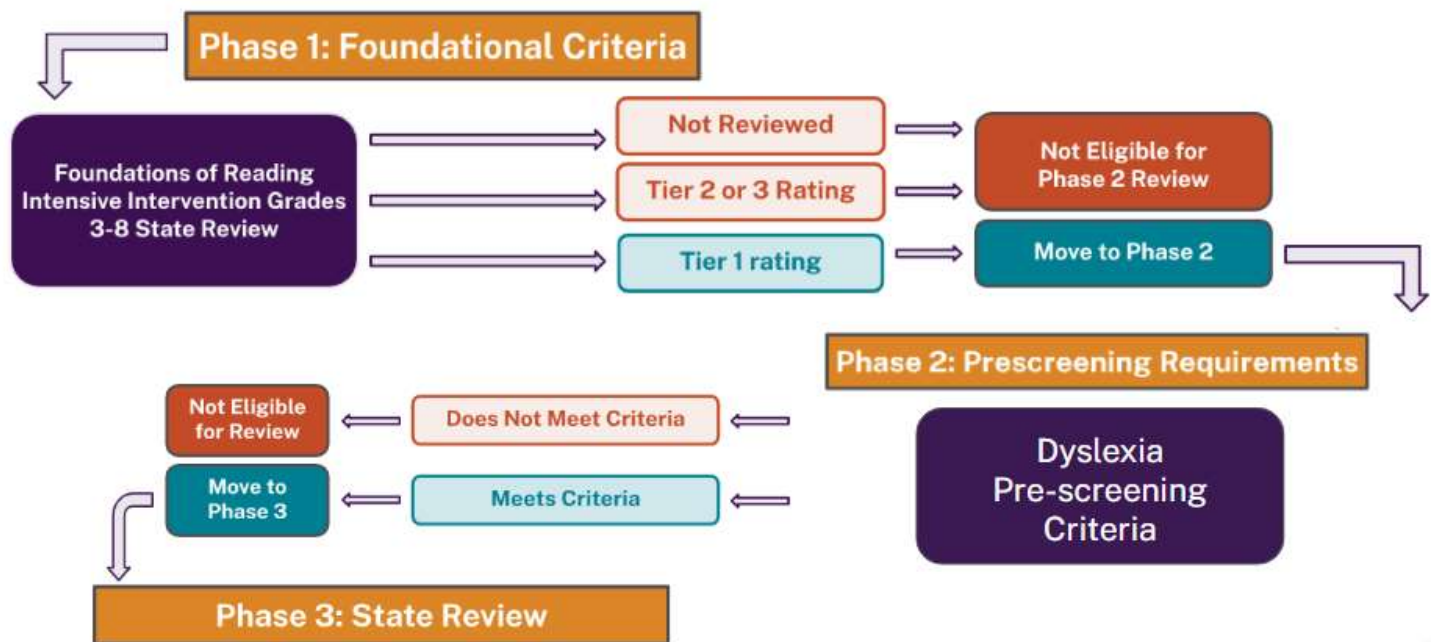
2026–2027: Dyslexia Intervention Review Cycle Timeline	
July 1, 2026	The submission window opens for Dyslexia Intervention materials.
July 31, 2026	The submission window closes for Dyslexia Intervention materials.
July–August 2026	The LDOE pre-screens submissions to determine eligibility and readies the queue for assignment, as approved.
September 2026	The LDOE leads the state review process for Dyslexia Intervention materials

Dyslexia Intervention Submission Steps

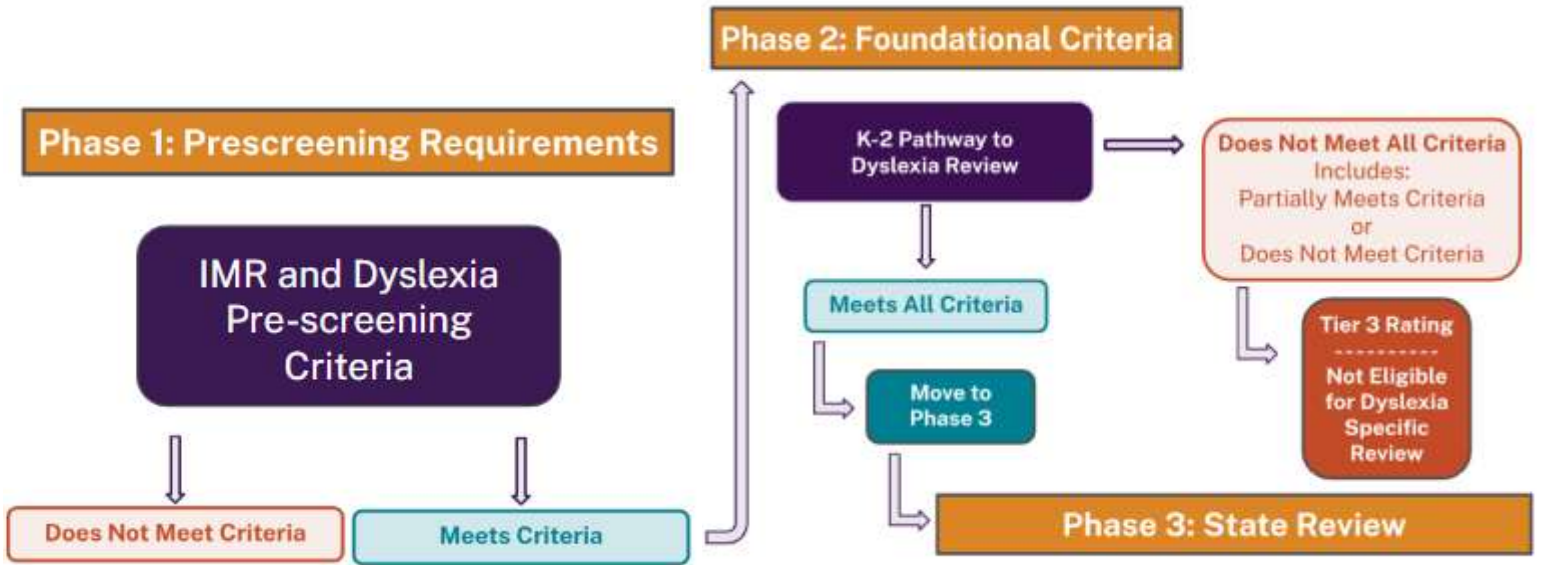
Complete the following submission steps to submit Dyslexia Intervention materials for review:

- **Step 1:** Determine [eligibility](#) using the criteria on pages 4-5, along with the Dyslexia Specific Content Specific Criteria on page 13;
- **Step 2:** Complete [Step 2: Prepare for the State Review](#) on pages 9-10, including the [Dyslexia Prescreening Requirements Form](#); and
- **Step 3:** Complete [Step 3: Submission](#) on page 11.

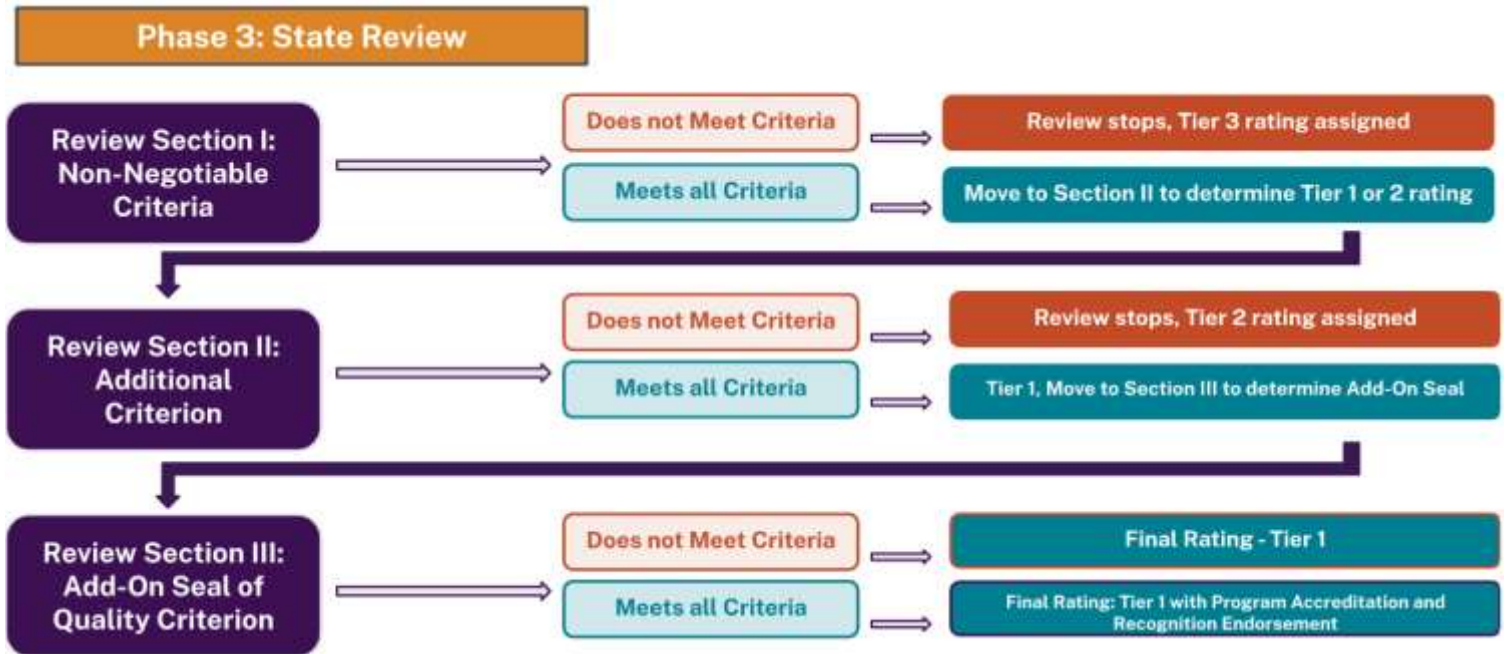
Dyslexia Intervention Review Process for Grades 3–12



Dyslexia Intervention Review Process for Grades K-2



Dyslexia Intervention State Review



Submission Phases

Submission Phase 1: Initial Prescreening

Submissions will be initially prescreened to confirm eligibility and ensure all required documentation for a state review is included. Initial Prescreening includes three steps.

1. **Initial Prescreening Notification:** Acknowledges receipt of the submission.
2. **Initial Prescreening Confirmation:** Identifies and requests missing pieces.
3. **Initial Prescreening Complete:** Notifies completion of prescreening and placement in the queue for review by the next available team.

Submission Phase 2: State Vetting and Publisher Response

State Vetting: Submissions are reviewed by a team of Teacher Leader Advisors (TLAs).

Public Review: Submissions are reviewed by parents and the public through the publisher-provided online portal for a four-week period. Public comments⁷ related to each title (i.e., all textbooks and instructional materials under review) become part of the published review.

- Due to [Act 346](#) of the 2023 Legislative Session, all instructional materials under review, both teacher and student materials, must be available for public review.
- To submit a public comment, contributors must agree to the [rules for participation](#) before accessing and reviewing the materials.
- Public reviewers must agree to the Copyright Acknowledgment before accessing and reviewing materials.
 - **Copyright Acknowledgment:** These materials are copyrighted. By accessing these materials, you agree not to copy, reproduce, distribute, publish, display, modify, or create derivative works from these materials, whether for commercial or noncommercial purposes, without the express prior written consent of the publisher. ***Any such unauthorized use of these materials may subject you to liability for monetary damages and/or criminal prosecution for copyright infringement pursuant to federal law.***

K–12 Science submissions that have **met Gateways 1 and Gateway 2** through [EdReports.org](#) and have submitted a copy of the EdReports will receive priority in the review queue.

Publisher Response: Publishers and content providers have an opportunity to review the findings for 20 days and respond with additional information, which will be examined by **LDOE content specialists who confirm the final determination**. Publisher responses become part of the published review.

Under Construction: Materials may be placed under construction for a 120-day period when publishers commit to making program updates to better align the materials with the IMR criteria for quality. In order to be placed under construction, the publisher must provide the LDOE with a targeted completion date (published in the IMR Weekly Report) and periodic progress updates. Publishers are only allowed to go under construction one time per submission.

Resubmission: Materials that were rated less than Tier 1 can be resubmitted for a second evaluation in a subsequent round. A brief one-page summary of the changes made and a demonstration of full alignment to the criteria previously identified as weak or missing, as shown in the latest evaluation rubric, must be included. The resubmission summary must be submitted with all other required documents.

Withdrawal: Submissions can be withdrawn, **but only before the review assignment**. Once materials are assigned for review, the submission cannot be withdrawn.

⁷ Comments that are deemed slanderous or unrelated to the title will not be published. It should be noted that the LDOE will not verify the accuracy or validity of public comments and that public comments do not reflect the opinions or policies of the State Board of Elementary and Secondary Education or the State Superintendent of Education.

Resources and/or information related to the online review process are accessible within the [Instructional Materials Review](#) web page (e.g., IMR Guidance, Publisher User’s Guide, and Rubrics).

Guidelines for Publisher Response

Publishers and content providers have an opportunity to examine the results of the review and provide a publisher’s response within 20 days of the Phase 2 Publisher Response email. The purpose of the response is to allow an opportunity for publishers to provide any additional information that will be examined by the review teams, who confirm the final rating. The publisher’s response to the outcome of the review **must be impartial, objective, focused solely on the materials and/or rubric, and cannot reference the LDOE or the reviewers** in any way. Responses should be respectful and free of any bias.

Non-example: I do/do not agree with the reviewer’s assessment of the materials for this indicator. There is evidence of this indicator in the materials throughout the materials in Unit X.

Example: The materials provide opportunities for students to do XYZ. In Unit X, Lesson Y, students have the opportunity to do Z, which allows them to build skills/knowledge in support of this indicator.

If submitted, the publisher’s response will be evaluated before a final determination is made. If the submitted response is not in alignment with the guidance outlined in the terms of service, the response will be returned to the publisher to be updated/rewritten to align with the guidance and submitted within 10 days. If a publisher’s response, in alignment with the guidance, is not provided by the publisher by the deadline, the publisher’s response will not be included in the published review.

Providing a publisher response does not guarantee a change in reviewer response, indicator rating, or overall rating. Additionally, only responses to the No ratings will be included in Appendix I of the posted review.

Submission Phase 3: Publication

The final results of the state review are organized by content area and by tiers using the following overall rating system:

Tier 1	Exemplifies Quality	Meets all non-negotiable criteria for standards alignment and all required indicators of superior quality.
Tier 2	Approaching Quality	Meets all non-negotiable criteria for standards alignment and some indicators of superior quality.
Tier 3	Not Representing Quality	Does not meet non-negotiable criteria for standards alignment.

[Final reviews](#) are posted to the LDOE's website. Content provider responses are included in Appendix I of the posted review. Public comments are included as Appendix II of the posted review. The content of the appendices is subject to meeting the established rules for participation and applicable deadlines.

Weekly Report

The status of all submissions is maintained electronically and published weekly. The [IMR Weekly Report](#) allows publishers and school systems to monitor the progress of the state review.

Resubmissions

Materials that were rated less than Tier 1 can be resubmitted for a second evaluation during a future cycle. **In addition to the required/suggested documents**, a summary of the adjustments made or additional information that demonstrates full alignment with the criteria previously identified as weak or missing must be included in the resubmission.

Publishers and content providers that resubmit instructional materials for an online re-evaluation must fully address the problem areas that are identified. Re-evaluation includes:

1. verification of the adjustments within the materials; and
2. the application of the latest rubric criteria to confirm the most recent alignment.

Re-evaluation may, therefore, result in additional findings.

What to resubmit: 9_VendorName_Resubmission.Summary.doc/pdf

- Provide a thorough but brief summary page that explains how former weaknesses are addressed.
- Include where to find the additions, deletions, and changes that address the weaknesses.
- Include additional documents or locations for information that provide evidence of how the weaknesses are addressed.

Options for Revising Materials

Publishers may offer to amend instructional materials to better align with the IMR criteria for quality when reviewed materials do not receive a Tier 1 rating. Determining the appropriate way to make those adjustments within the IMR process depends on the extent of the revisions and the time required by the publisher to complete them.

Option 1: Publisher Response Includes Minor Revisions (30 days) – Minor adjustments to address only the “No” ratings within the state review and provide additional evidence that may be made to instructional materials and included with the publisher’s response, within the determined 30-day period.

Option 2: Under Construction (120 days) – Materials may be placed under construction when publishers commit to making program updates to better align their materials with the IMR criteria for quality, but the revisions require up to 120 days for completion. To be placed under construction, the publisher must provide the LDOE with a targeted completion date (within the 120-day period) and provide periodic progress updates. The LDOE will publish the targeted completion date in the IMR Under Construction report linked in the IMR Weekly Report and can also provide informal feedback during the process. Publishers are only allowed to go under construction one time per submission. After the under-construction process and once the materials have been re-evaluated, the review will be finalized and posted.

Option 3: Resubmission (more than 120 days) – If the revisions will take longer than 120 days, the review will be published as-is, and materials may be resubmitted when ready. Resubmissions require a summary of the adjustments made or additional information that demonstrates full alignment with the criteria previously identified as weak or missing. Resubmissions must fully address the problem areas that were identified. Please keep in mind that re-evaluations include 1) verification of the adjustments within the materials and 2) the application of the latest rubric criteria to confirm the most recent alignment, which may result in additional findings.

Archive Process

Archived Tiered State Reviews Report

State reviews that have been posted for at least six years or that are no longer under state contract will be moved into the [Archived Tiered State Reviews report](#) located on the [Tiered Reviews](#) web page.

Publishers will be notified one year in advance that their state review will be archived and that they should consider submitting new program editions for state review using the latest rubrics. Archived state reviews will be listed in alphabetical order by publisher.

The archive date for a Tier 1 grade/course-level series is determined by the posting date of the last grade/course level reviewed, ensuring a full six-year period for the series. If the series is submitted together within the same review cycle, the archive date for the entire series will be 6 years after the last grade/course of the series has posted.

Archive Dates and Contract Dates

Publishers of Tier 1 materials receive a six-year contract beginning the first day of the current month of publication and ending six years later on the last day of the current month. Published reviews are archived six years from the last day of the current month.

Upcoming Archive Dates

To avoid a gap in Tier 1 status, publishers must resubmit updated materials at least one year prior to the archive date. The published state review will remain posted as Tier 1 until the resubmission is complete. When the resubmission is complete and the previous review has reached the archive date, the resubmission will replace the previous review. The previous review will then be moved to the [Archived Tiered State Reviews report](#).

To keep publishers and school systems aware of upcoming archive dates, the [Upcoming Archive Dates for Tier 1 and 2 Reviews](#) report provides the archive date for all Tier 1 and 2 reviews. Resubmitted materials will be noted on the report.

Terms of Service

1. I will submit only digital versions for online review; however, I understand that all formats can be made available for purchase.
2. I can submit my instructional materials at any time until midnight of any established deadline.
3. I understand that, upon completion of the review, instructional materials submitted for review must be made available for purchase to all Louisiana school systems and cannot be limited to specified systems.
4. I understand that the Louisiana Department of Education (LDOE) will prioritize review assignments based on the date the submission is ready to assign to a review team.
5. I understand that if I resubmit a program that was previously rated and listed on the LDOE website that I must include a summary of the changes to improve the alignment to the criteria rated weak.
6. I understand that programs placed under construction require a tentative completion month and year, along with periodic status reports on the progress of changes to address areas identified as weak. I also understand that I will have opportunities to receive informal feedback on my proposed changes.
7. I will disclose web-based accessibility levels.
8. I will disclose the technology requirements needed to operate the program(s) submitted.
9. I will not directly contact the experts assigned to review my instructional materials.
10. I understand that the LDOE makes all final standards alignment decisions and associated rankings.
11. I understand that I may be notified of major changes to rubrics and will be given an opportunity to proceed with state review using the new rubrics.
12. I understand that the areas included in the Call for Materials are subject to change each year.
13. I understand that I may email LouisianaCurriculumReview@la.gov at any time with questions or concerns and that I may request a conference call with state content specialists to discuss the state review findings.
14. I understand that there is no appeal process to the final reviews, but that I will have an opportunity to provide an appropriate response (in alignment with the guidance outlined on page 12) regarding the outcome of the review within the timeframe designated or forgo my opportunity to respond.
15. I understand that any publisher's response to the outcome of the review must be impartial, objective, focused solely on the materials and/or rubric, and cannot reference the LDOE or the reviewers in any way.
16. I will provide parents and other members of the public with authorized web access to [all textbooks and instructional materials under review](#) and understand that public comments related to the products under review will be published as part of the review.
17. I understand that the LDOE will not verify the accuracy or validity of public comments and that these public comments do not reflect the opinions or policies of the State Board of Elementary and Secondary Education or the State Superintendent of Education.
18. I will provide my company registration number that I obtained from the Louisiana Secretary of State, or my Federal ID, which allows me to do business in the State of Louisiana. I must have copyright privileges to submit materials for review.
19. I am an officer of the firm, legally authorized to act on behalf of the publisher, and I properly certify that all data is complete and correct.
20. In the event my materials receive a Tier 1 rating (or Tier 2 in the first two years of a six-year review cycle), I understand the following:
 - a. I understand that publishers whose materials receive a Tier 1 rating, or a Tier 2 rating during the first two years of a six-year review cycle, shall enter into a state contract with the LDOE

for those materials. I further understand that, in subsequent years of the review cycle, only materials receiving a Tier 1 rating shall be eligible for a state contract;

- b. In accordance with [La 17.R.S.351.1](#), I will be required to provide school systems the option to order my materials through the state’s designated central book depository; and
- c. I understand that in accordance with the National Instructional Materials Accessibility Standard (NIMAS), I will be required to prepare and submit a NIMAS fileset to the National Instructional Materials Access Center (NIMAC) that complies with the terms and procedures set forth by the NIMAC and do so no later than 90 days following the posting date of the final, completed review.

21. I understand that materials that contain religious instruction or promotion of religion cannot be reviewed by the state or purchased with federal or state funds.

State Contracts

Tier 1 ratings result in a six-year statewide contract between the LDOE and the publisher for school system use. Tier 2 ratings during the first two years of the initial six-year review cycle result in a three-year statewide contract. Contracts require online registration with the state and the submission of additional documents. The invitation follows the online publication of the state review.

The email invitation to contract with the state for Tier 1⁸ rated materials will require the following:

- [Memorandum of Understanding](#) electronically signed
- Letter of Signature Authorization
 - A sample **Signature Authority Letter** is provided in [Appendix II](#).
- Vendor Enrollment (All vendors must be registered in the LaGov Vendor Portal)
- Enrollment Instructions:
 - Click here to access the [Vendor Enrollment Portal](#).
 - Click here for [instructions](#) on how to complete the forms.
 - Click here to access the [Electronic Funds Transfer Form](#).
 - A [completed W-9](#) needs to be emailed to DOA-OSRAP-LAGOV@la.gov or faxed to 225-342-6356.
- [Price List with ISBN](#) (including company contact information and shipping information)
- [Technological Specifications](#) and an [Alternative Formats Assurance](#)
- [Louisiana Secretary of State ID #](#) authorizing you to do business in Louisiana (If this was not available at the time of your submission)

Central Book Depository Provider

Upon receiving a Tier 1 rating, the publisher agrees to utilize the book depository designated by the State Superintendent of Education, where all textbooks and instructional materials can be ordered and distributed from a central location. The LDOE has designated **Tennessee Book Company, d/b/a Ingram Education Services, a division of Ingram Content Group**, as the provider for the Central Book Depository.

In accordance with [La. R.S. 17:351.1](#), a depository must be provided as an option for school systems to order and ensure the timely delivery of instructional materials placed under state contract.

The Central Book Depository serves as a comprehensive and centralized ordering system representing participating publishers. This system is designed to support local education agencies and school systems by streamlining procurement processes and ensuring efficient distribution of state-contracted instructional materials.

The Phase 3 email, notifying the publisher that the review has been posted, will connect the publisher with the Central Book Depository for next steps.

Point of Contact: Kellie Dumas - kellie.dumas@ingramcontent.com

Central Book Depository website: <https://www.ingrameducationservices.com/state/louisiana>

⁸ Tier 2 only during the first two years of the initial six-year cycle.

Instructional Materials Professional Learning Partner Guide (IM PLPG)

Louisiana’s school systems use the [Instructional Materials Professional Learning Partner Guide](#) (IM PLPG) to identify partners who provide initial and ongoing training for [High-Quality Instructional Materials](#) (HQIM). The guide identifies partners who specialize in helping school systems design and implement a cohesive academic system focused on high-quality curriculum, professional learning, and assessment. School systems are free to purchase other professional learning services using district funds in accordance with their local procurement policies.

Any publisher with materials rated Tier 1 should complete the appropriate content-specific [application on the Super RFA platform](#) to offer their **High-Quality Professional Learning (HQPL)** to support school system implementation of their program. The [IM PLPG Submission and Review Process](#), published as part of the [IM PLPG](#) and includes the RFA application, is sent to publishers, along with a statewide contract invitation, once the Tier 1 review is posted.

Applications must be submitted within 30 days of the posting date; otherwise, applications will only be considered during the normal submission window. All other submissions will be accepted from April 1 to June 30. The review of submissions will occur from July to September.

The [IM PLPG](#) is updated every October in alignment with the release of the Super App. The window to submit will be closed from July to February. Only contact updates or newly posted Tier 1 professional learning will be accepted after submissions close.

Publishers with Tier 1 materials who receive a Tier 1 rating are required to:

- [apply](#) for entry into the [IM PLPG](#) for school system consideration; or
- open permission to allow professional learning vendors to submit professional learning materials to support the implementation of their Tier 1 curriculum.

Only Tier 1 titles ***with approved HQPL entries*** in the IM PLPG will be added to the Super App for school system planning.

Definitions

Accessibility Requirements: Refers to the requirements that ensure that instructional materials are fully usable by all students. School systems are federally required to ensure that core and core-related instructional materials are provided to all students in a timely manner. The [NIMAS](#) compliance file sets that publishers send to the [NIMAC](#) help school systems obtain their materials in the needed format as quickly as possible. Publishers with Tier 1 materials need to set up an account and submit their materials directly to the NIMAC for use in K–12 public schools. For more accessibility information, see also: [Web Content Accessibility Guidelines: Conformance Requirements](#) and [Alternate Format Assurance](#).

Central Book Depository: a comprehensive and centralized ordering system representing participating publishers designed to support local education agencies and school systems by streamlining procurement processes and ensuring efficient distribution of state-contracted instructional materials.

Digital Rights Management (DRM): A systematic approach to copyright protection for digital media. The purpose of DRM is to prevent unauthorized redistribution of digital media and restrict the ways consumers can copy content they have purchased. Publishers participating in Louisiana’s Online Review Process should secure digital rights for their materials. Additional resources about industry norms for digital rights management and copyrights are noted at the end of this section.

For the Louisiana Online Instructional Materials Review, publishers must provide **state reviewers** with full, online access to their program and its components to ensure a fair and thorough review. Publishers should not require registration of state reviewers. The state shares access to materials only on an as-needed basis. State reviewers are subject to a limited-use agreement and understand that their access to the materials is for the sole purpose of conducting the state review as requested by the publisher.

Publishers must also provide online access to [textbooks and all instructional materials under review](#) (not merely a demo) for public **review**. The state will provide access to the materials (as provided by the publisher) and a corresponding comment form for a limited time period of up to four weeks. The LDOE recommends that publishers provide additional reasonable safeguards against unauthorized use, reproduction, and distribution, such as:

- Publishers should host the public access site on their own web pages,
- Publishers may limit public access to registered users, providing user names and passwords accordingly, and
- Publishers may limit the time period of public access per user.

Resources:

- [Publisher’s Requirements for Digital Rights Management](#), Robert Bolick
- [Digital Rights Management](#), W3C
- [Policy Priorities](#), AAP
- [Issues and Policy](#), Copyright Alliance
- [Frequently Asked Questions](#), U.S. Copyright Office

Full Curriculum: Content and instruction designed to cover a whole year or course, addressing student standards and expectations for the given year or course. May include digital or software components, but must include authentic content and instruction. Programs that offer partial materials (ex. only 30 days) or that represent an *approach to learning* with an instructional design or sample templates for teacher use will not be considered a full curriculum.

High-Quality Professional Learning (HQPL): High-Quality Professional Learning (HQPL) is led by a knowledgeable facilitator using a cycle of learning over a period of time and includes ongoing collaboration and coaching, and transfer into classrooms. HQPL begins with student and teacher

academic needs and supports the implementation of high-quality instructional materials, leading to increased student outcomes.

Instructional Materials Evaluation Tool (IMET): The IMET is used in core content areas to evaluate the alignment of instructional materials to the *shifts* and *major features* of the state standards. The IMET measures only full-course (or full-year) stand-alone programs, addressing student standards and expectations for the year or course. Digital and software components included must contain authentic content and instruction. The IMET cannot be used to evaluate intervention programs or programs that act as a core program replacement.

Open Educational Resources (OER): Learning materials that are freely available under a license that allows them to be reused, revised, remixed, and redistributed. See www.oercommons.org.

Primary and Secondary Sources: Materials that provide first-hand testimony or direct evidence concerning a topic under investigation and are created by witnesses or recorders who experienced the events or conditions being documented. Often these sources are created at the time when the events or conditions are occurring, but primary sources can also include autobiographies, memoirs, and oral histories recorded later. Primary sources are characterized by their content, regardless of whether they are available in original format, in microfilm/microfiche, in digital format, or in published format. (Source: [BYU Library](#)).

School System Endorsement Letter: A letter from a **Louisiana school system** that formally requests the review of instructional materials with the intent to purchase the submitted materials contingent upon the classification as Tier 1. The School System Endorsement letter must be completed on a school system letterhead and be provided by a system-level leader, such as a superintendent, chief academic officer, or other administrator responsible for overseeing the operations and leadership of multiple schools.

Technology Requirements: Refers to the minimal technical requirements needed by a school or school system to adequately access and implement the instructional materials in the manner in which the publisher intended. The LDOE is committed to supporting school systems in achieving technology readiness goals in all schools across the state. Skillful coordination and planning are required to ensure students and teachers can access high-quality electronic instructional materials. Alignment between the technical specifications and local capacity supports the local allocation of resources in ways that ensure students have access to high-quality instructional materials.

Sample Technical Specification Components:

- Device (e.g., Desktop, Laptop, Tablet)
- Operating System (Windows/Mac)
- Memory (RAM) (e.g., 4GB)
- Hard Drive (e.g., 160GB)
- Software Requirements (e.g., Office, Adobe, GameMaker, etc.)
- Hardware Requirements (Laptop)
- Internet Connection (e.g., 1Mbps, broadband)
- Web Browser Supported (Google Chrome, Safari, Internet Explorer)
- Antivirus Software
- Accessories (e.g., headsets, speakers, CD-RW/DVD Drive, Wireless or Ethernet Network, etc.)

Tier Definitions:

- **Tier 1 - Exemplifies Quality:** Meets all Non-Negotiable and Additional Criteria of superior quality.
- **Tier 2 - Approaching Quality:** Meets all Non-Negotiable Criteria and some Additional Criteria of superior quality.
- **Tier 3 - Not Representing Quality:** Does not meet Non-Negotiable Criteria.

Frequently Asked Questions

Overview

1. What is the purpose of the online review?

A: The online review of instructional materials gives school systems information about the degree of alignment with Louisiana’s state content standards. This process supports local school systems and educators in making informed instructional materials adoption and purchasing decisions. The state does not recommend or adopt instructional materials. All completed reviews are made available on the [Instructional Materials Tiered Reviews](#) web page. Local school systems can use these reviews to determine which materials are best suited for their local needs.

2. How will the online review process work?

A: There are three phases to the review process. In Phase I, *initial screening*, the submission is examined and verified by the LDOE staff and the content provider as complete and ready for an online review. Access to all textbooks and instructional materials under review is available for public input for four weeks and as part of the state vetting process. In Phase II, *state vetting*, state content experts work with the review team, which is made up of Louisiana Educators, to determine the final rating and confirm the review findings. Publishers are contacted and given an opportunity to respond to the final rating. Public comments and publisher responses that are not received by the deadline(s) established will not be included as part of the published review. In Phase III, *rating publication*, the final results, along with any public comments and publisher response, are made available as part of the [state review](#) published on the LDOE’s [Tiered Reviews](#) web page.

3. What evaluation tools will be used as part of the online review of materials?

A: The IMR rubrics are unique to the subject and resource type and are designed to align with the state’s standards. All current tools are located on the LDOE [Instructional Materials Review](#) web page and represent content areas currently available for submission and state review.

4. How will the decision be made to review content that is submitted, and will partially-aligned content be reviewed?

A: The LDOE will prioritize review assignments based on the date that the submission is ready to assign to a review team. The submission of partially aligned content is not recommended.

5. Who are the reviewers?

A: Reviewers, also known as [Teacher Leader Advisors](#) (TLAs), are Louisiana educators from across the state who are trained on Louisiana’s state standards and the use of the evaluation rubrics that are shared on the website.

6. Can publishers refuse to have the results published on the website once the review is completed?

A: No. Part of the terms of service includes the publisher’s agreement and understanding that the LDOE makes the final rating determination. However, publishers may respond to the state findings, and this information is included along with any public comments received as part of the published state review.

7. Will the online review process have any effect on school system funding for instructional materials?

A: No. School systems have the authority and responsibility to make all purchasing decisions.⁹

Timeline

8. When will the review process begin?

A: Each review cycle begins in July and ends in June. Reviewer assignments after they have been trained and received final contracts. The review process begins when a submission is determined eligible for review. State reviews are assigned to a review team, and the results are posted upon completion.

9. Will all reviews be published at the same time?

A: No. In order to expedite access to the information and materials, state reviews are published after the rating is finalized, and both publisher and public comments are incorporated into the final published review.

Type of Materials

10. Is there a list of courses?

A: Grades K–8 core instructional content submitted for state review must align with [Louisiana's Student Standards](#). Science and Social Studies high school courses accepted for review are listed on [page 4](#) of this guide and must align with Louisiana's Student Standards.

11. Will teacher and student editions be reviewed?

A: Yes. The submission must be in a digital format. [All textbooks and instructional materials are made available](#) for public evaluation.

12. Will the same content areas be included in the yearly call for materials?

A: The LDOE reserves the right to revise the yearly call for materials due to changes in strategy, shifts in priorities, legislative updates, and student standards revisions¹⁰.

Digital Versions

14. What is meant by digital versions?

A: Digital/electronic versions (open or proprietary) will be reviewed and can be interactive online or provided in PDF file versions (not paper/ink copies). Open educational resources (OER) are learning materials that are freely available under a license that allows them to be reused, revised, remixed, and redistributed. See www.oercommons.org. Proprietary materials are those that are sold.

15. All materials must be submitted electronically for review; however, can other formats be made available to school systems?

A: Yes. Any format (e.g., braille, audio, large print/print, and digital) can be made available for purchase.

16. Is it likely that school systems will purchase printed versions of these digital materials?

A: School systems may purchase any formats deemed most appropriate for their students.

⁹ While there are no restrictions on the use of MFP funds to purchase or acquire textbooks or other instructional materials, restrictions may exist in the use of other federal, state, or local funds. Local school systems should verify eligible uses of funds used to support such materials.

¹⁰ Per [Bulletin 741 §2301](#), the Louisiana content standards are subject to review and revision to maintain rigor and high expectations for teaching and learning. The review of standards must occur at least once every seven years

17. Can digital materials require specialized software installation in order to be reviewed?

A: No. The installation of software applications in conjunction with content alignment reviews may present difficulty if system requirements cannot be met. Instead, PDF versions are recommended for submission.

Contracts

18. Will there be any state contracts for titles reviewed? If so, must prices be “locked in” for any specified amount of time?

A: Yes. The LDOE will invite publishers into a state contract for materials that are rated Tier 1* and published on the [Instructional Materials Reviews](#) web page. State contracts are negotiated in accordance with state procurement requirements.

* State contracts for materials that are rated Tier 2 will be offered only during the first two years of an initial call in that core area.

Ratings and Publications

19. Products must meet all the non-negotiable criteria; must all the Louisiana Student Standards also be addressed?

A: Products must align with [Louisiana’s Student Standards](#). All non-negotiable evaluation criteria must be met to have the indicators of superior quality evaluated. The LDOE will rate alignment as follows:

Tier 1 - Exemplifies Quality:

Meets all non-negotiable criteria and meets all required indicators of superior quality.

Tier 2 - Approaching Quality:

Meets all non-negotiable criteria and some indicators of superior quality.

Tier 3 - Not Representing Quality:

Does not meet non-negotiable criteria.

General Questions

20. Will the online review process be used for science materials?

A: Yes. The online state review process is used to evaluate core content as outlined on the [Instructional Materials Reviews](#) web page.

21. What is the role of the depository in the online review process?

A: The primary role of the depository is to provide a comprehensive and centralized system for storage, ordering and timely delivery, quality customer service, and reporting. The depository supports school systems with the purchase and delivery of instructional materials in all formats. In accordance with state law, publishers must provide school systems with the option to utilize the book depository as well as to order directly.

22. Are publishers allowed to visit schools and/or send samples?

A: Arrangements for solicitation should be coordinated through local school system officials.

Contact Information

Email all questions to LouisianaCurriculumReview@la.gov.

Appendix I

School System Endorsement Letter

Must be on School System/Childcare Center Letterhead

[School System or Childcare Center Name]

[Address]

[City, State Zip]

[Today's Date]

I am writing on behalf of [Name of School System or Childcare Center] to formally request the review of the following curriculum materials and express an intent to purchase the following curriculum materials, contingent upon their classification as Tier 1.

Publisher	
Title of Materials	
Copyright date	
Grade Levels (if applicable)	
Edition (if applicable)	

Content Area (select one):

- Early Childhood (Ages birth to five)
- Science
- Social Studies
- ELA
- ELA Intervention

Mathematics

Grade Level(s) (select one):

- ECE
- K-5
- 6-8
- 9-12

Submitting School System/Childcare Center Contact Information

Name	
Title	
Email address	
Phone number	
Number of Schools in the System	

Signature

*This document must be completed by a system-level leader, such as a superintendent, chief academic officer, or other administrator responsible for overseeing the operations and leadership of multiple schools. It may be submitted by the publisher along with the materials for review or emailed directly from the school system to the Louisiana Department of Education at louisianacurriculumreview@la.gov.

Appendix II

Signature Authority Letter

Must be on Company Letterhead

[Today's Date]

To Whom It May Concern:

[Company Name] gives [Contractor's name who signed the contract] the authority to take care of any business of the organization and is permitted to sign contracts on behalf of [Company Name].

Sincerely,

Signature

[Name of person signing letter]