



Tuloso-Midway ISD

House Bill 3

Early Childhood Literacy & Math

Board Adopted: January 18, 2021

HB 3 REQUIREMENTS

- HB 3 established the requirements that school boards to adopt plans to achieve goals in two key areas:
 - Early childhood **literacy** and **mathematics** proficiency
 - **College, career, and military readiness (CCMR)**
- Plans must:
 - Contain district-level **oversight**
 - Contain specific, quantifiable, annual **goals** for five years
 - Be **reviewed annually** by the Board of Trustees
 - Include annual **online/website reporting**

Early Childhood Literacy Student Outcome Goal

The percent of 3rd grade students that scores meets grade level or above on STAAR Reading will increase from 49% to 60% by 2024.

Yearly Target Goals For All Students

2018	2019	2020	2021	2022	2023	2024
41%	49%	50%	52%	54%	57%	60%

Closing The Gaps Student Groups Yearly Targets

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Education	Eco. Disadvantaged	Special Education Former	English Learner	Cont. Enrolled	Non-Cont. Enrolled
2018		39%	49%					35%	37%	38%	35%	43%	36%
2019		45%	63%					38%	40%	33%	53%	50%	43%
2020		46%	64%					39%	41%	34%	54%	51%	44%
2021		48%	66%					41%	43%	36%	56%	53%	46%
2022		50%	68%					43%	45%	38%	58%	55%	48%
2023		52%	70%					45%	47%	40%	60%	57%	50%
2024		54%	72%					47%	49%	42%	62%	59%	52%

Early Childhood Math Student Outcome Goal

The percent of 3rd grade students that scores meets grade level or above on STAAR Math will increase from 42% to 57% by 2024.

Yearly Target Goals For All Students

2018	2019	2020	2021	2022	2023	2024
34%	42%	46%	48%	51%	54%	57%

Closing The Gaps Student Groups Yearly Targets

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Education	Eco. Disadvantaged	Special Education Former	English Learner	Cont. Enrolled	Non-Cont. Enrolled
2018		33%	41%					39%	31%	38%	17%	37%	27%
2019		38%	56%					42%	31%	31%	53%	44%	37%
2020		41%	59%					43%	35%	44%	54%	47%	38%
2021		46%	62%					44%	40%	45%	56%	49%	45%
2022		49%	65%					45%	45%	46%	58%	51%	47%
2023		52%	68%					46%	48%	47%	60%	53%	49%
2024		55%	71%					47%	51%	48%	62%	55%	51%

Early Childhood Literacy & Math Action Steps

PROGRESS MEASURES

- Diagnostic universal screener (MAP), K – 3 in Reading and Math
- Commissioner approved Reading diagnostics, K-2

PROFESSIONAL DEVELOPMENT

- T.E.A. Reading Academies
- Additional research based professional development in Reading and Math
- Develop and implement a professional development plan with campus SBDM Team

INSTRUCTIONAL CONSIDERATIONS

- Creative scheduling to enhance W.I.N. (What I Need) Intervention Time
- Instructional coaching to enhance and improve Reading and Math teaching and learning
- Increase focused use of intersession (PD and instruction)
- Implementation of purposeful PLC
- Strategies to bridge COVID inflicted gaps and slide due to the impact of remote learning and engagement issues

SCHOOL BOARD MONITORING CALENDAR

	Goals	Progress Measures
January		
February		Early Childhood Literacy & Math College, Career & Military Readiness
March		
April		
May		
June		
July		
August		Early Childhood Literacy & Math College, Career & Military Readiness
September		
October		
November	Early Childhood Literacy & Math College, Career & Military Readiness	
December		