

# HB 3 Literacy and Math Update

April 16, 2026



# Focus

- HB 3 Overview
- iReady Diagnostic
- Early Literacy Progress
- Early Math Progress
- Key Takeaways
- Questions



# HB 3 Overview

House Bill 3 (HB 3) requires districts to annually report progress toward early childhood literacy and math goals for grades K-3. This update summarizes mid-year diagnostic performance across all four elementary campuses using the district's reading and math diagnostic assessments.



# iReady Diagnostic

The iReady diagnostic is a computer adaptive assessment that measures student proficiency in reading and mathematics. It identifies specific skill gaps, predicts performance on state assessments, and monitors growth over the academic year to inform instruction.



# iReady Reading

iReady reading covers phonological awareness, phonics, high-frequency words, vocabulary, and comprehension of literature and informational text.



# iReady Math


iReady math covers numbers and operations, algebra and algebraic thinking, measurement and data, and geometry.

# Early Literacy Update

Black or African American (non-Hispanic) ▾	Overall Grade-Level Placement	🟢	🟡	🟠	🔴	Students Assessed/Total
Black or African American (non-Hispanic)		13%	12%	43%	18%	137/139

Stewart Elementary

# Early Literacy Update

Black or African American (non-Hispanic) ▾	Overall Grade-Level Placement	🟢 ▾	🟡 ▾	🔴 ▾	🔴/🟡 ▾	Students Assessed/Total	
Black or African American (non-Hispanic)		15%	15%	43%	15%	12%	156/163


Huntsville Elementary

# Early Literacy Update

Black or African American (non-Hispanic)	Overall Grade-Level Placement						Students Assessed/Total
Black or African American (non-Hispanic)		16%	24%	37%	12%	12%	189/196

Samuel W. Houston Elementary

# Early Literacy Update

Black or African American (non-His... ▾	Overall Grade-Level Placement	🟢 ⚡	🟡 ⚡	🟠 ⚡	🔴 ⚡	🔴 ⚡	Students Assessed/Total
Black or African American (non-Hispanic)		14%	14%	40%	17%	15%	154/159


Scott Johnson Elementary

# Early Math Update

Black or African American (non-Hispanic) ▾	Overall Grade-Level Placement	▾	▾	▾	▾	▾	Students Assessed/Total
Black or African American (non-Hispanic)		5%	12%	50%	17%	15%	137/139


Stewart Elementary

# Early Math Update

Black or African American (non-Hispanic) ▾	Overall Grade-Level Placement	🟢 ▾	🟡 ▾	🟠 ▾	🔴 ▾	🔴 ▾	Students Assessed/Total
Black or African American (non-Hispanic)		8%	13%	56%	11%	13%	158/163







Huntsville Elementary

# Early Math Update

Black or African American (non-His... ▾	Overall Grade-Level Placement	▾	▾	▾	▾	▾	Students Assessed/Total
Black or African American (non-Hispanic)		8%	10%	58%	10%	13%	189/196

Samuel W. Houston Elementary

# Early Math Update

Black or African American (non-Hispanic) ▾	Overall Grade-Level Placement						Students Assessed/Total
Black or African American (non-Hispanic)		5%	9%	56%	19%	11%	155/159

Scott Johnson Elementary



# Key Takeaways

- Across campuses, literacy data shows a consistent pattern where a small percentage of students are performing on or above grade level, while the majority fall one or more grade levels below.
- The literacy data reinforces the need for continued implementation of Science of Teaching Reading practices, need for high quality instructional materials, and targeted small group intervention.
- Math performance is consistently lower than literacy across all campuses with the majority of students performing two or more grade levels behind.
- The math data reinforces the need for high quality instructional materials, along with aligned Tier 1 instruction, continued emphasis on numeracy foundational skills, and structured math intervention blocks.



# Questions?

“In teaching, you have to believe that every single student can improve a great deal and that you’re willing to make it happen.”

–Eric Jensen