

Requirements

- ☐ Conduct **beginning-of-year (BOY), middle-of-year (MOY), and end-of-year (EOY) progress monitoring*** using an **approved tool*** on the Commissioner’s list in the five required domains:

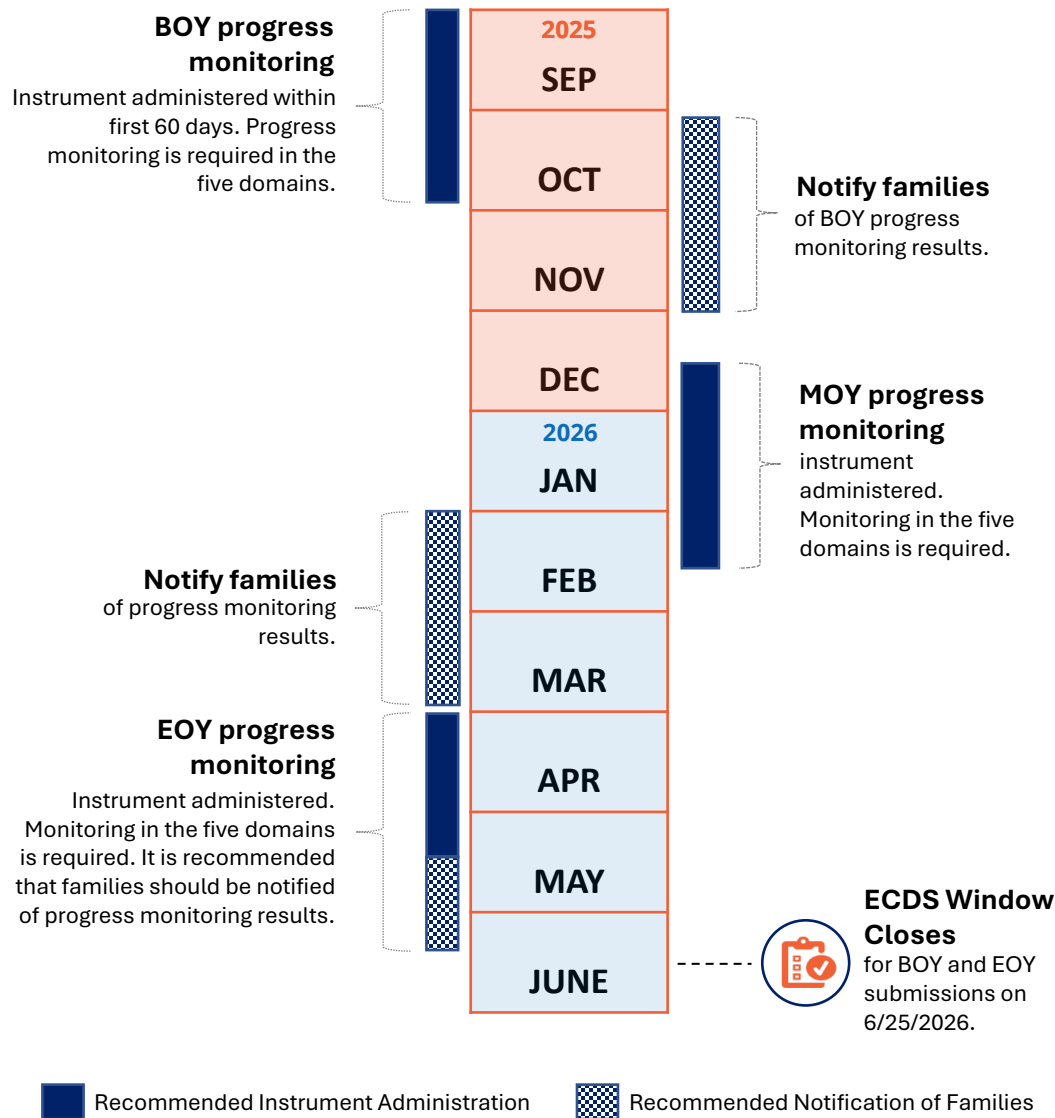
- Emergent Literacy: Language and Communication
- Emergent Literacy: Reading
- Emergent Literacy: Writing
- Mathematics
- Health and Wellness

- ☐ Submit BOY and EOY data in the Early Childhood Data System (ECDS) by **June 25, 2026**

*Texas Education Code (TEC) §29.153(c)(1) and Texas Administrative Code §102.1003

Additional information and links to resources can be found on the [Early Learning Assessments](#) section of the TEA website.

Recommended Timeline for School Systems



Recommendations and Best Practices

- During the beginning-of-year and middle-of-year progress monitoring periods or windows, as determined by the school system (school district or open-enrollment charter school), gather formative data in addition to student progress monitoring data to obtain a comprehensive understanding of each child's development at the start of the year. This includes information gathered from families.
- Analyze and leverage the data obtained to guide instruction and provide necessary interventions to students, with the goal of closing any identified gaps.
- Utilize intentional play-based opportunities to observe and collect formative data that is aligned to the Texas Prekindergarten Guidelines. Examples include the use of student portfolios that may consist of anecdotal notes, checklists, and/or individually created student-made products.
- As part of the family engagement plan, it is recommended to provide families with updates at least three times a year that specify student progress in the five required domains ([Texas Administration Code §102.1003](#)). It is recommended to provide families with updates within 60 days of administering a progress monitoring instrument.
- Throughout the end-of-year progress monitoring period, continue collecting formative data from classroom activities to obtain a comprehensive understanding of each student's development.
- As part of the program evaluation, implement appropriate methods for evaluating the high-quality prekindergarten program using data from the student progress monitoring instruments. Ensure data from the results of the program evaluation is available to parents. Annually, plan for data-driven program improvements using information from the program evaluation to ensure the prekindergarten program is meeting all high-quality prekindergarten indicators. ([Texas Administration Code §102.1003](#))