



Celebrating 20 Years!




TEXAS SCHOOL READY™

2023 ANNUAL REPORT

*Ready for school,
Ready for life!*





Dear Governor Abbott, Lieutenant Governor Patrick, Speaker Phelan, Chairman Creighton, Chairman Buckley, Commissioner Morath, Members of the Legislative Budget Board, and Members of the Texas Legislature:

Since our inception, the Children's Learning Institute (CLI) at The University of Texas Health Science Center at Houston (UTHealth Houston) has developed and implemented the Texas School Ready (TSR) Project and served more than 3 million children.

CLI is unique in the range of research and programs represented and its philosophical commitment to ensuring authentic and lasting change for young children and families. Since 2005, CLI has received competitive research grants to study and implement various approaches to child development and played a critical role in reforming how early childhood educational practice supports school readiness. None of this would have been possible without the support and leadership of the Texas Executive and Legislative branches.

It is with great pleasure that I share with you some exciting results pertaining to the TSR project for FY2023 as we celebrate 20 years of service to the state. The TSR project is the result of grant-funded work from the Texas Education Agency, Texas Workforce Commission, Institute of Education Sciences, National Institutes of Health, and United States Department of Education to improve school readiness for at-risk children in Texas. Pursuant to Texas Education Code, Subchapter E, Section 29.160 (e) of Senate Bill 76 of the 78th Legislative Session, and House Bill 1, General Appropriations Act, Article III, Education, Texas Education Agency Rider No. 40 and Article VII, Business and Economic Development, Texas Workforce Commission Rider No. 27 of the 88th Legislative Session, CLI is pleased to present the following report.

Should you have any questions about the details contained in this report, please contact me at 713.500.3740 or April.Crawford@uth.tmc.edu.

Sincerely,



April Crawford, PhD
Associate Professor and Co-Director, Children's Learning Institute
The University of Texas Health Science Center at Houston

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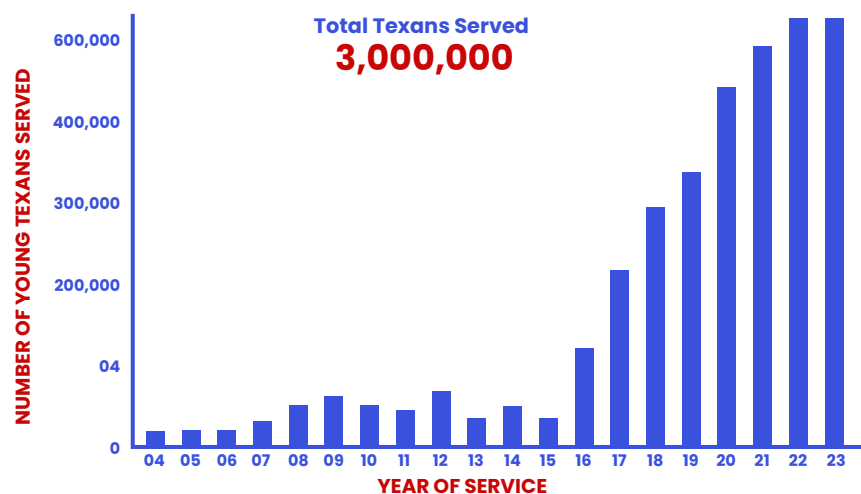


Highlights

Texas is home to more than 3 million young children, yet not all children arrive at kindergarten with the skills they need to succeed. Celebrating our 20th year of the Texas School Ready (TSR) project, the Children’s Learning Institute (CLI) continues to implement programs and provide resources to positively impact the school readiness of young Texans.

Since 2003, TSR has served more than 3 million children and over 100,000 teachers. Ongoing support from state agencies and various partners enabled TSR to grow from its initial pilot to a statewide program that provides both high-intensity services (TSR Comprehensive) and free access to evidence-based quality improvement resources online (through CLI Engage). During this 20th year of TSR, we share the following highlights. Additional details can be found on page numbers included:

- p6** CLI continued expanding service through our online platform CLI Engage, including adding about 15,000 additional teachers accessing the research-based progress monitoring, professional development, curricula, and coaching tools.
- p8** Resources available on CLI Engage continued to grow, freely accessible to more than 100,000 early childhood teachers, administrators, specialists, and families.
- p12** CLI Engage provides a wealth of quantitative data using CLI’s progress monitoring tools to examine how the TSR program impacts student success, and an opportunity to examine children’s skill levels across state pre-K and kindergarten classrooms.
- p24** CLI fully implemented our TSR Comprehensive program through a birth-to-five model that provides services to infant, toddler, and pre-K classrooms in high-need communities.
- p31** Participating teachers in TSR Comprehensive gained new high-quality instructional practices and implemented those behaviors in the classroom to impact the learning experiences for young children.
- p34** In FY2023, CLI designed and piloted opportunities to enhance TSR Comprehensive service delivery, and continued research studies evaluating possible program refinements if proven effective.



Introduction

Texas School Ready (TSR) is administered by the State Center for Early Childhood Development at the Children's Learning Institute (CLI) at The University of Texas Health Science Center at Houston (UTHealth Houston). TSR is the result of more than 20 years of research, implementation, and innovation of targeted interventions that prioritize “school readiness” for children in high-need communities in Texas.

Originally known as the Texas Early Education Model, TSR has been made possible with combined grant funds from the Texas Education Agency, Texas Workforce Commission, Institute of Education Sciences, National Institutes of Health, United States Department of Education, and multiple philanthropic foundations. TSR serves children across diverse settings, including public school programs, federal Head Start programs, and community-based child care (including for-profit, non-profit, faith-based, and federally subsidized settings). Our mission is to positively impact the early learning experiences and environments of children who are most academically at-risk. Beginning as a program focused on pre-K settings serving children ages three and four, CLI fully expanded our high-intensity TSR Comprehensive service delivery to infant and toddler classrooms in FY2022, providing a comprehensive birth-to-5 model for early education programs in Texas.



TSR's design is driven by the following research-based concerns:

- Early childhood is a critical period for building school readiness skills in language, literacy, mathematics, social and emotional, and cognitive development.
- Children who come from families in poverty and disadvantaged backgrounds are less likely to receive quality early learning experiences at home and at school.
- Cognitive readiness can be achieved in ways that support the whole child.
- Research-based, comprehensive curricula are essential classroom tools.
- Responsive teaching that attunes to children's signals promotes social and cognitive development.
- Progress monitoring that informs adjustments to instruction better assures school readiness.
- Effective professional development, with ongoing coaching, assures instructional goals are achieved.

In 2014, CLI launched CLI Engage, a web-based platform to house its high quality program improvement tools. CLI Engage now serves as the backbone of TSR, delivering the program's professional development courses, child progress monitoring tools, curricula and supplemental lessons, and more. State investment in CLI Engage has expanded our impact tenfold, allowing us to deliver TSR's quality resources at no cost to a wide range of programs across Texas.

This report provides a brief overview of the resources delivered through CLI Engage, comprehensive professional development services and materials delivered to participating TSR Comprehensive sites, and recent findings in teacher gains and child skill growth for both TSR Comprehensive classrooms and aggregate data from schools across the state using the platform's progress monitoring tools. Additionally, the report highlights how CLI leverages the TSR funding to maximize impacts to the early childhood field by integrating programs, resources, and platforms. Peer-reviewed studies of the TSR model and its tools and resources can be found in the appendices, as well as multiple samples of TSR resources.



2023 by the Numbers

Texas School Ready Programs and CLI Engage

Children Supported through CLI Engage

631,455

2021: 597,062

2019: 271,131

2017: 192,584

Participating Schools and Centers

14,731

2021: 9,435

2019: 7,147

2017: 3,771

Registered Teachers

63,946

2021: 40,797

2019: 24,994

2017: 14,687

Professional Development Certificates Awarded

112,188

2021: 69,655

2019: 23,308

2017: 12,658

Communities

1,601

School districts and charter schools: 1,021

Head Start agencies: 58

Community organizations: 75

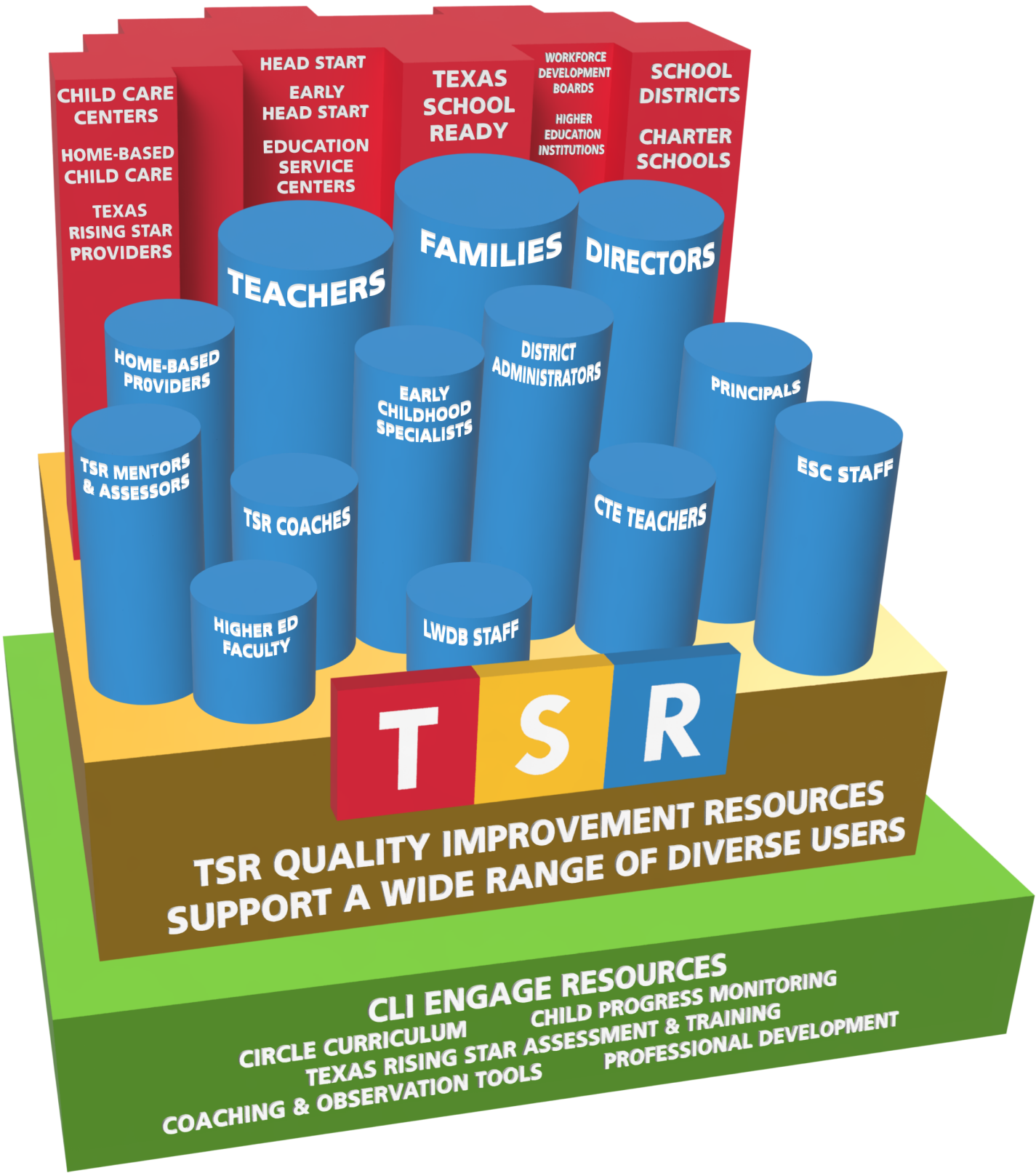
2021: 1,414

2019: 1,171

2017: 773



TSR's Resources and Users

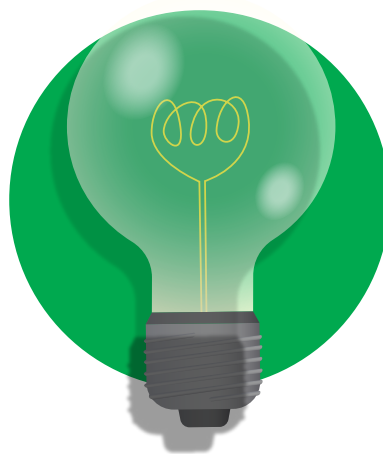
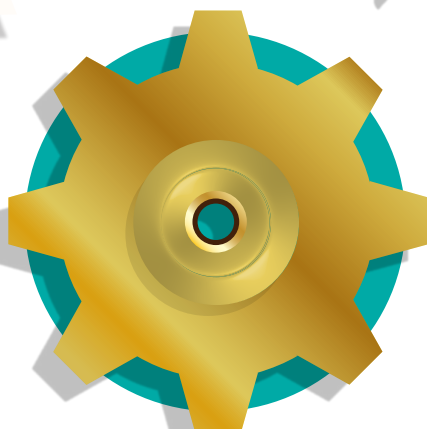


CLI Engage: TSR's Online Platform

CLI is a leader in the development of evidence-based tools to improve early education quality. In 2014, CLI partnered with state agencies to build a platform, known as CLI Engage, that could deliver the tools and resources developed for TSR to a greater number of programs. Today, CLI Engage is not only integral to the implementation of TSR, but also houses free tools and resources for all educators and families of children ages 0-8.

This section details the scope of resources currently available on CLI Engage and provides information on their utilization and impacts statewide.

cli:engage





Online Learning and Professional Development

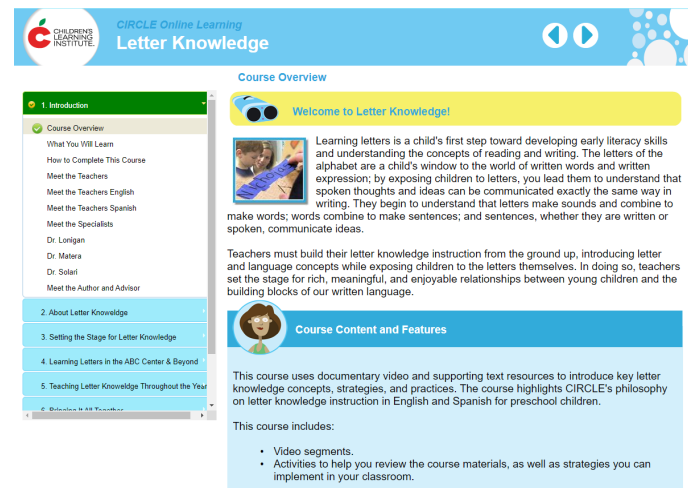
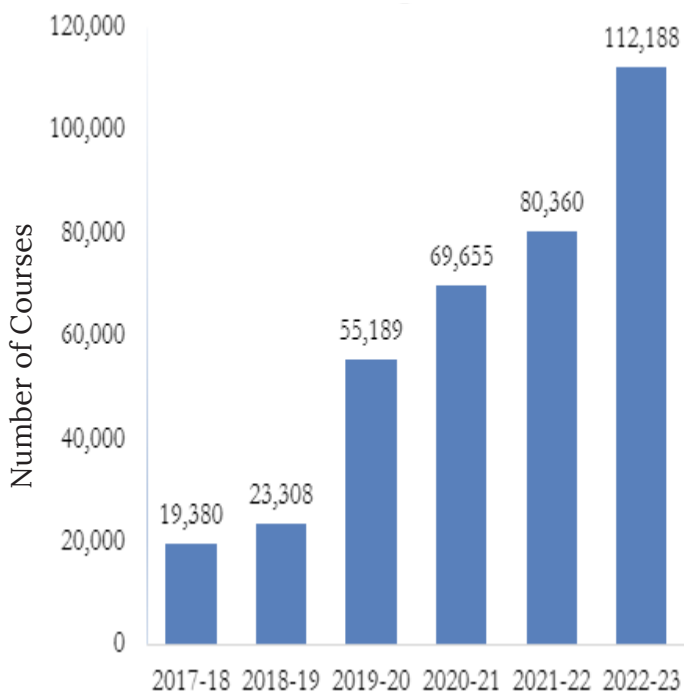
CLI Engage hosts many online professional development courses for early childhood teachers, administrators, coaches, and parents. Users can receive a certificate validating their completion in every course on CLI Engage for either Continuing Professional Education hours (CPE) or Child Care Regulation clock hours. In FY2023, CLI Engage awarded 280,135.5 professional development hours and 112,188 certificates. Through an integration with the Texas Early Childhood Professional Development System (TECPDS), all completion certificates earned on CLI Engage automatically transfer to a user's personal account for more efficient storage and professional tracking. Figure 1 shows the distribution of professional development courses completed from FY2018 to present.

CLI Engage awarded 280,135.5 professional development hours and 112,188 certificates in FY2023

The online professional development on CLI Engage features integrated components to focus learners and provide opportunities for connections to the classroom, school, and home:

- Content focused on evidence-based theories on adult learning and child development
- Significant video demonstrations of instructional practices and child outcomes
- Application-based activities and assignments
- Alignment to Texas' early learning guidelines

Figure 1. **Distribution of Professional Development Courses Completed**



CLI Engage offers more than 200 hours of online professional development for classroom staff, specialists (coaches, trainers, interventionists), and school leaders/administrators. Figure 2 shows course completion in FY2023, organized by these categories:

- State early learning guidelines
- Core content knowledge for early childhood professionals

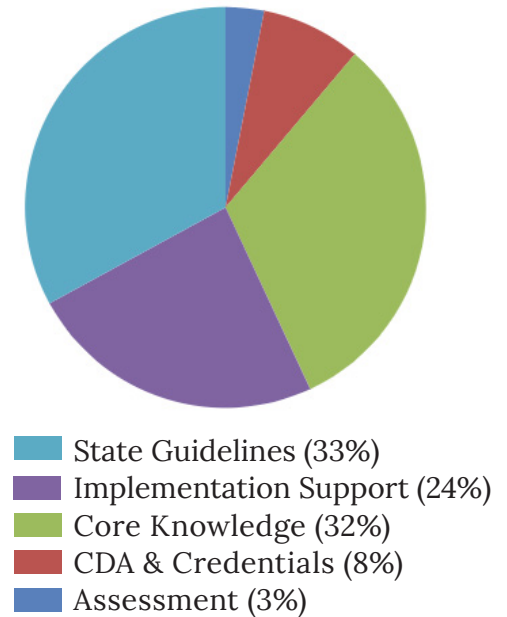


- Assessment and data-based instructional planning
- Implementation support
- Child Development Associate (CDA) and other credentials

The most completed courses on CLI Engage in FY2023 include:

- eCIRCLE Online Professional Development: CLI's 70-hour signature core content training for teachers of children from ages three to six
- CIRCLE Infant and Toddler Teacher Training: Play with Me: CLI's comprehensive training for infant and toddler teachers
- Texas Pre-Kindergarten Guidelines Training
- Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines Training
- Texas Core Competencies for Early Childhood Practitioners and Administrators Training
- CIRCLE CDA Training Program, offering all training hours needed to apply for the national CDA credential

Figure 2. **Hours Awarded by Category**



CIRCLE Activity Collections and Curricula

The CIRCLE Activity Collections (CAC) translate the best early childhood development research into practice through a variety of activities that teachers can implement during large group, small group, and one-on-one instruction. Three activity collections (pre-K to grade 2, infant and toddler, and family) are available on CLI Engage and feature filtering and favoriting features for easier instructional planning. Combined across collections and languages (English and Spanish), the CAC offers over 2,000 activities for teachers and families available at no cost.

The CAC features more than 2,000 free activities for teachers and families in English and Spanish

Activities support language, literacy, social-emotional, mathematics, and science skills. Each activity is matched to a specific age group (from birth through eight years) and learning standards or developmental milestones. Many also include a video demonstration, highlighting the high quality instructional or caregiving strategies that help children learn.

Infant and toddler classroom activities are very flexible, focus on promoting the quality of language and sensitivity of the caregiver, and provide useful tips and suggestions for helping children understand new words and concepts.

Pre-K to grade 2 activities incorporate the same goals but are structured around a standard lesson cycle, with teacher tips and extensions to enrich implementation. Soft scripting is included,



providing example dialogue for what a teacher might say to introduce the activity, model the objective, scaffold children's responses, and so on. These activities are linked directly to the CLI Engage progress monitoring tools, offering suggestions for teachers to support children who fall below established benchmarks.

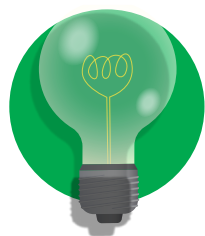
Our **family collection** includes activities that are designed or adapted for parents and caregivers to support skill growth using everyday materials in the home environment.

The CAC and curriculum website had more than 1.9 million pageviews in FY2023

The most-visited teacher activities link to progress monitoring small group reports, highlighting this important connection between assessment and instructional planning.

CIRCLE Curricula

Building upon requests from stakeholders for access to high-quality, affordable curriculum, CLI recently launched the CIRCLE Pre-K Curriculum in FY2020 and the CIRCLE Infant-Toddler Curriculum in FY2023. These curricula are integrated with the online activity collections and freely accessible to the public through CLI Engage. Incorporating time-tested lessons from the CIRCLE Activity Collections, the curricula provide all the resources needed to support lesson planning and delivery of comprehensive instruction to each age group. CLI provides teacher's guides and implementation resources, all available at no cost, with full alignment to the state's current early learning guidelines.



Quality Improvement and Innovation Tools

CLI Engage features several tools to support quality improvement for early childhood classrooms and programs, specifically through classroom-based observation and teacher coaching to support positive child outcomes. While these tools were originally developed for use in TSR Comprehensive, they are available at no cost to CLI Engage users statewide and can be easily incorporated into existing local quality improvement activities.

All by Myself

Children will identify things they are able to do by themselves and contribute to a class book.



SETTING

Whole Group

MATERIALS

- drawing paper
- crayons or pencils
- chart paper
- marker

PREPARATION

Make a book cover with the title "Things I Can Do Myself." Write this title on a piece of chart paper as well. Create a model page for the book with something you can do (e.g., cook a favorite meal).

1. INTRODUCE

"Today we are going to make a class book of all the things you can do by yourselves. I want you to think about what you can do, who helped you learn, and how you learned it."

2. MODEL AND EXPLAIN

"I made this cover for our book. It says 'Things I Can Do Myself.'" Show children the book cover that you created. "Here's my drawing for our book." Talk about your picture and explain how you learned how to do it. Complete the following sentence stem on the illustration: I can _____ by myself. Include your name at the bottom.

3. GUIDE PRACTICE

"Let's think of some things you can do by yourself. Think about what it is, who helped you, and how you learned it." On chart paper, have children brainstorm things they are able to do on their own. Include an illustration for each thing that they mention. Ask questions to help children elaborate on their responses.

Guide children to return to their desks to create their drawings of things that they know how to do on their own. They can select something from the chart list if needed. Circulate and support children in completing the sentence stem, and have them include their names at the bottom of their illustrations.

4. SUMMARIZE

PRINT ACTIVITY

ACTIVITY COLLECTION

My Activities on Page(s)

ACTIVITY GRADE LEVEL(S)

- Pre-K
- Kindergarten

LEARNING AREA(S)

- Pre-K Primary Domain: Social and Emotional Development - Self-Concept
- Pre-K Secondary Domain: Writing - Writing Process
- KG Primary Domain: Social, Emotional, and Self-Regulation Skills - Self-Concept
- KG Secondary Domain: Language, Reading, and Writing - Writing Composition

HEAD START EARLY LEARNING OUTCOMES

- Goal P-02.F: Child recognizes self as a unique individual having emotions, feelings, characteristics, emotions, and interests.
- Goal P-02.T: Child writes for a variety of purposes using increasingly sophisticated means.

TEXAS PREKINDERGARTEN GUIDELINES

- LA.2: Child shows self-awareness and can express pride in age-appropriate abilities and skills.
- LA.3: Child shows reasonable opinion of his own abilities and limitations.
- LA.4: Child independently writes to communicate his/her ideas for a variety of purposes.
- LA.5: Child discusses and contributes ideas for drafts composed in whole or in part for writing activities.
- LA.6: Child shares and celebrates classroom and individual written products.

KINDERGARTEN TEKS ALIGNMENT

- W.02.02b(1)(A) plan by generating ideas for writing through class discussions and drawings
- W.02.02b(1)(B) share writing
- W.02.02b(1)(A) recognize and describe individual differences and communicate appropriately and respectfully with all individuals

FIRST GRADE TEKS ALIGNMENT

- W.01.02b(1)(A) plan a first draft by generating ideas for writing such as by drawing and brainstorming
- W.01.02b(1)(B) publish and share writing



Classroom Observation Tool and Classroom Environment Checklist

CLI Engage features the Classroom Observation Tool (COT), a resource to capture evidence-based teaching behaviors that research has shown improve child outcomes. The tool provides a clear, unbiased system for tracking and monitoring infant, toddler, and pre-K teacher performance and progress. Item level indicators are highly targeted and address the breadth of learning domains important for school readiness. The system is well aligned with the Texas Prekindergarten Guidelines and can be used by teachers, school leaders, and intervention specialists to promote effective teaching. The COT is accompanied by the Short-Term Goal Setting and Reporting System, which allows coaches and teachers

**CLI Engage coaching tools
articulate key teaching
competencies that result in high
quality learning experiences**

to set achievable goals for incorporating specific, high quality instructional practices within a specified amount of time. For example, one goal report might target five strategies for a two-week period. These reports link directly to video clips, photographs, or other resources that provide an authentic snapshot of the strategy in action.

Similar to the COT, the Classroom Environment Checklist (CEC) is a quality evaluation tool designed to track improvement over time. The CEC's focus is the presence and quality level of instructional planning tools, meaningful literacy and print centers and materials, and the overall design and management of the classroom and individual centers. The CEC is currently available for infant/toddler, pre-K, and kindergarten classrooms.

Family Engagement Toolkit and Training

The positive connection between family engagement and student success is well established and cannot be overstated. CLI received private funds to develop a comprehensive family engagement training and toolkit for teachers that provides in-depth implementation guidance for using numerous resources on CLI Engage, making the most of the touchpoints that schools already have in place with families, such as family-teacher conferences and open houses. The family engagement toolkit is freely available.

Scaling Coaching

CLI has been working with education service centers and districts to use these approaches to meet coaching goals associated with the TEA's High Quality Prekindergarten Program requirements and other local or regional initiatives. Specifically, through webinars, workshops, and direct communications, TSR has been supporting specialists/coaches in using the COT and CEC to set goals, conduct observations of teachers' instructional practice associated with goals set (either through a face-to-face observation or video upload), and use reflection to analyze their practice.



Screening, Progress Monitoring, and Observation

CLI Engage features child progress monitoring that helps early childhood teachers understand child skill levels, individualize instruction to support areas in which children are at-risk for falling behind, and prioritize professional development planning for teachers. State funding provides for publicly-supported

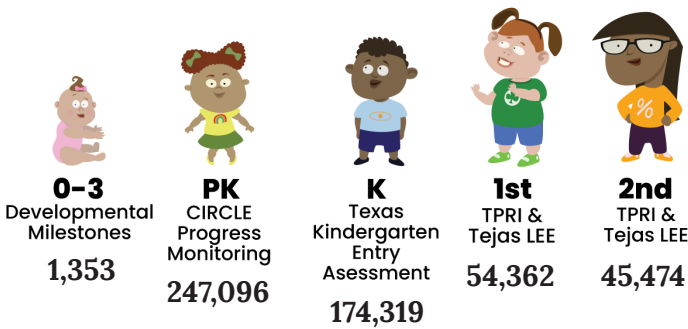


programs across the state, including public schools, Head Start programs, and child care programs, to access progress monitoring tools on CLI Engage at no cost.

Child progress monitoring on CLI Engage supports data-based decision-making in the classroom

The child progress monitoring tools on the platform have grown over time since CLI Engage initially launched in 2014, expanding to support early childhood programs and classrooms from infants through grade 2. Each tool provides easily accessible, quickly digestible, comprehensive reporting for school leaders, teachers, and families to learn about children’s progress and inform planning and management decisions in classrooms, schools, and districts. Our pre-K to grade 2 assessments use clear visual indicators to flag students who score below established benchmarks and integrate student grouping features and links to recommended activities to provide teachers with the first steps in beginning small group instruction that targets specific skill areas.

Figure 3. **Students Assessed by Age Group**



The breadth of child progress monitoring data collected on CLI Engage provides opportunities to analyze student skill growth at the state level (see Figure 3 for overall utilization by age group). This section provides high-level descriptions of each assessment on CLI Engage and statewide analyses for specific age groups.

Developmental Milestone Checklist

CLI created these checklists to support families and teachers in tracking infant, toddler, and three-year-old developmental milestones, and to provide a foundational framework for the early detection of developmental delay and the need for further assessment and intervention. The checklists are divided into age ranges (birth to 48 months) and areas of development: language, social-emotional, cognitive, early literacy, and physical health and motor development. A special “red flag” section lists behaviors that may indicate a need for further assessment and possible intervention. Caregivers and parents can use the checklists from birth up to four years of age. Both print and web-based versions of the checklists are freely available and online training on use of the developmental checklists is provided through the CIRCLE Infant-Toddler Teacher Training: Play with Me series.

CIRCLE Progress Monitoring (Pre-K)

Used by more than 80% of Texas public pre-K programs, CIRCLE Progress Monitoring (CPM) is a user-friendly, technology-driven tool that enables teachers to quickly assess children’s progress in multiple learning domains important for kindergarten readiness, including early literacy, mathematics, social-emotional skills, phonological awareness, and approaches to learning. This simple yet reliable data collection on CLI Engage allows teachers to focus on lessons that target children’s least developed skills. CPM is based upon well-established prekindergarten guidelines and is a criterion-referenced measure that relates well to established standardized tests and is sensitive to growth in children’s skills over time. The data used to support the reliability and validity of CPM came from numerous research studies and continues to be evaluated with aggregate data from CLI Engage. Samples of CPM direct assessments, observables, and reporting features can be found in the appendices. In FY2023, CLI applied for CPM to be listed again on the upcoming Commissioner’s List of Approved Progress Monitoring Instruments.

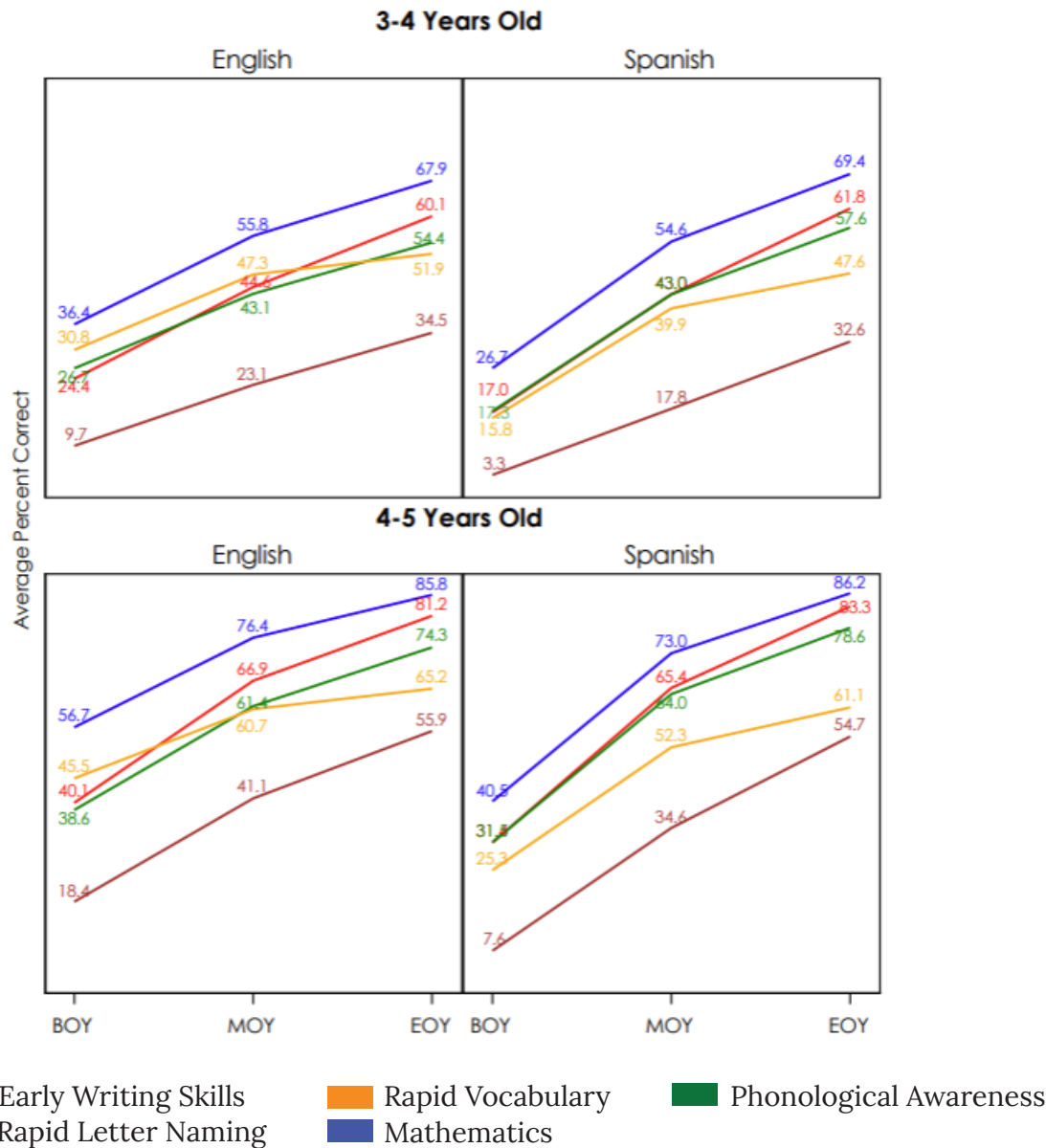
The data that we will present next (n = 247,096 children) includes various pre-K settings, with a majority of children data enrolled in public pre-K (85.06%), followed by Head Start (6.42%), charter schools (4.69%), child care (3.55%), and other or unknown settings (0.29%).

BOY: Beginning of the school year
MOY: Middle of the school year
EOY: End of the school year

Statewide Child Growth (Pre-K)

The graphs in Figure 4 depict child gains across three timepoints using aggregate statewide data. Administration of each measure varies based on local decisions, with English measures administered to between 13,484 to 92,503 students for all age ranges. For the Spanish assessments, figures include administration to between 2,502 to 26,243 children for all age ranges.

Figure 4. 2022-23 CIRCLE Progress Monitoring: Statewide Average
 All Children, 3-5 Years Old



Pre-K Students Meeting Benchmark Statewide

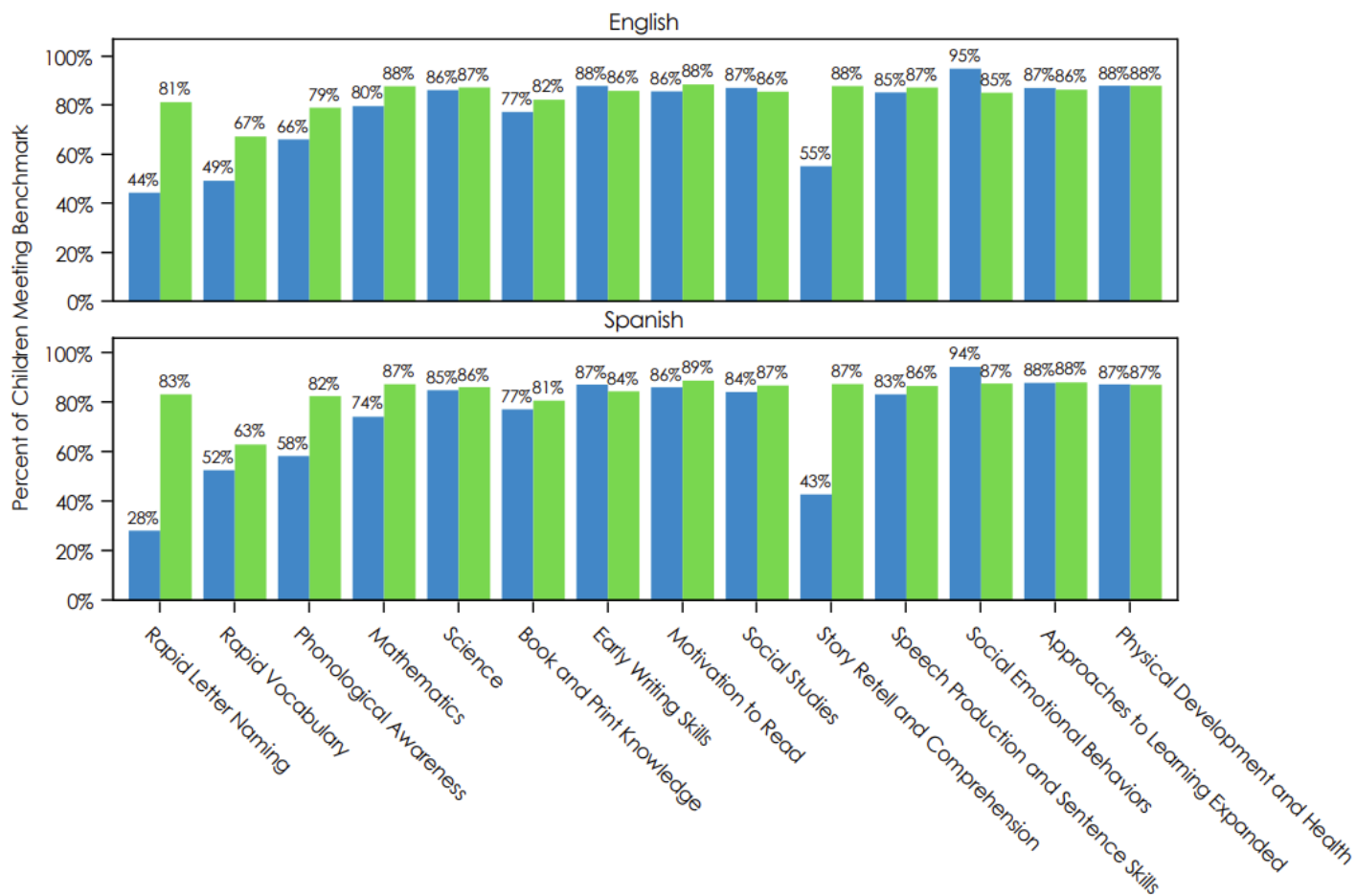
The bar graphs in Figure 5 show the percentage of children meeting benchmarks at BOY and EOY for the CPM measures that were administered at both beginning and end of year. These data correspond to all 4- to 5-year-old pre-K children meeting benchmarks for assessments administered in each language.

For about 64% of the skills assessed in English, we see that the percent of children meeting benchmarks increases from BOY to EOY. For 71% of the skills assessed in Spanish, the percent of children meeting benchmarks at EOY increased compared to BOY, showing a notable shift in mastery of skills. For the rest of the skills, the percent of children meeting benchmarks at BOY and EOY stay largely consistent; one exception is a modest decline in Social Emotional Behaviors.

CPM data shows pre-K child growth across most skills is increasing or remaining consistent from BOY to EOY

At EOY, about 81-83% of children are meeting benchmarks in Rapid Letter Naming, and only 63-67% are meeting benchmarks in Rapid Vocabulary, a critical skill for reading comprehension. Notably, across both languages, the most drastic changes between BOY and EOY are for Rapid Letter Naming, Story Retell and Comprehension, Phonological Awareness, and Rapid Vocabulary.

Figure 5. 2022-23 CIRCLE Progress Monitoring: Percent of Pre-K Children Meeting Benchmark Statewide (4-5 Years Old)



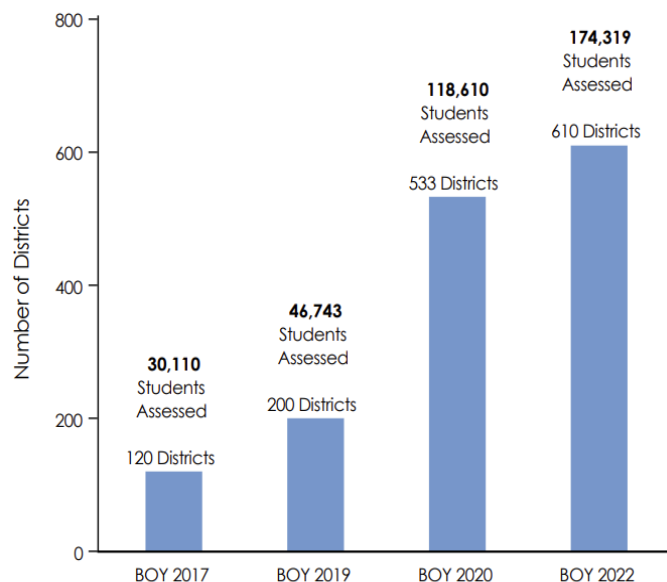
Texas Kindergarten Entry Assessment

The Texas Kindergarten Entry Assessment (TX-KEA) was developed in partnership with the Texas Education Agency (TEA) to develop and validate a school readiness screener that can be reliably administered by kindergarten teachers in Texas. TX-KEA launched in 2017 on CLI Engage, later expanding to three waves of progress monitoring for many skills at kindergarten entry and throughout the school year (e.g., language, literacy, STEM, social-emotional skills, executive functioning, and academic motor skills). As with CPM, TX-KEA was developed to help teachers learn about student skills and design more appropriate learning opportunities.

TX-KEA can be used to satisfy BOY state reporting requirements for language and literacy screening, and to satisfy dyslexia screening requirements for kindergarten. The statewide literacy screener launched in Fall 2020, and CLI supported TEA in implementing an additional composite score for “statewide kindergarten readiness” using their alternate scoring methodology implemented in Fall 2022. The additions of the screeners led to dramatic increases in utilization. Since its launch in 2017-18, the use of TX-KEA at BOY by school districts and charter schools has more than quintupled, from 120 districts to over 600 in 2022-2023 (see Figure 6). Approximately 169,202

kindergarteners were administered the TX-KEA literacy screener in Fall 2022, about 46% of kindergarten students in the state of Texas. Also, 131,144 students were administered the dyslexia screener at EOY, and 117,537 were using both the literacy screener and other measures.

Figure 6. **Number of Districts Using TX-KEA at BOY and Students Assessed (2017-Present)**



TX-KEA Utilization by Measure

Figure 7 shows utilization of TX-KEA measures that are mandatory if being administered for the literacy screener and dyslexia screener, and Figure 8 shows utilization of TX-KEA measures not included in those state-mandated screeners. Note that not all measures are available at all administration time points.

Examining Figure 7, the three measures with the highest administration at BOY (Letter Names, Spelling, and Vocabulary) correspond to the required literacy screening measures. Other highly used measures at BOY correspond to those also included in the dyslexia screener administered at EOY (Blending and Letter Sounds for English; Blending, Letter Sounds, and Decoding for Spanish), indicating that districts tend to also administer measures at BOY that are not required until EOY. This is also true for MOY; we observe a continuity in the administration of these measures throughout the school year.

TX-KEA administration is consistent from BOY to MOY to EOY

As for the English measures that are not mandatory (see Figure 8), administration of Mathematics, Decoding, and Listening Comprehension is comparable to the mandated language and literacy measures. For Spanish, Mathematics and Listening Comprehension are administered with considerable frequency; however, utilization is somewhat lower compared to the mandatory measures.



Figure 7. 2022-23 Number of Students Assessed with TX-KEA Mandatory Literacy Measures

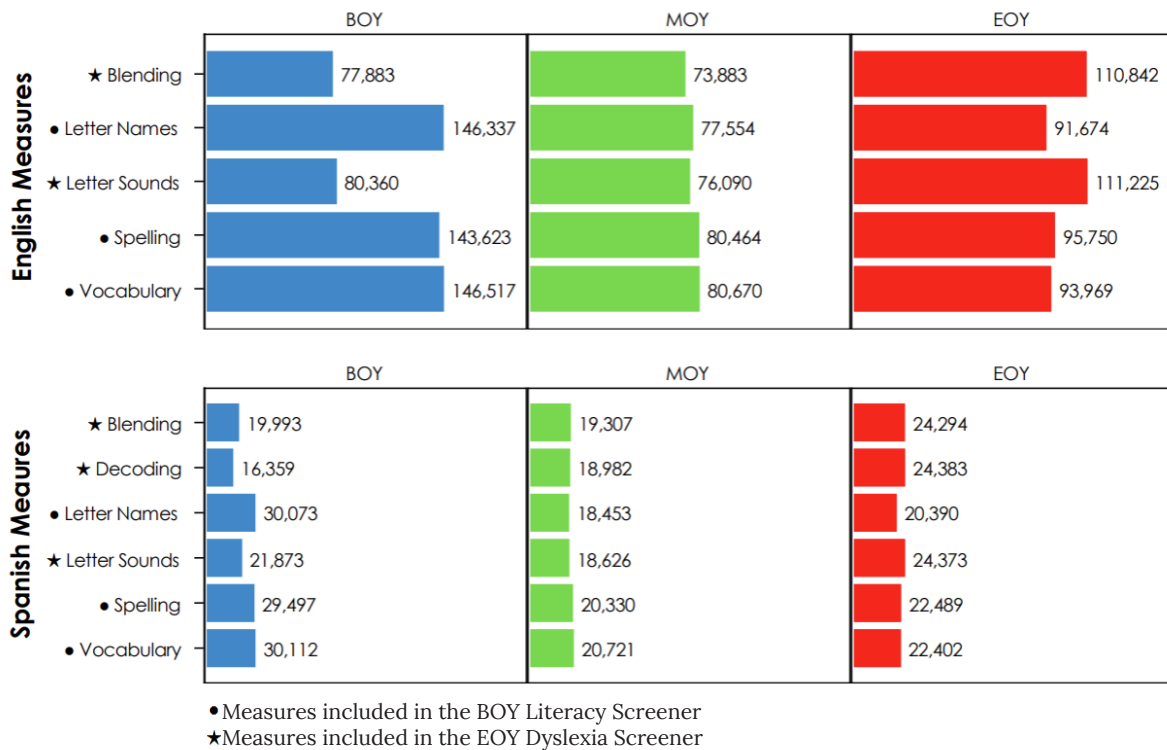
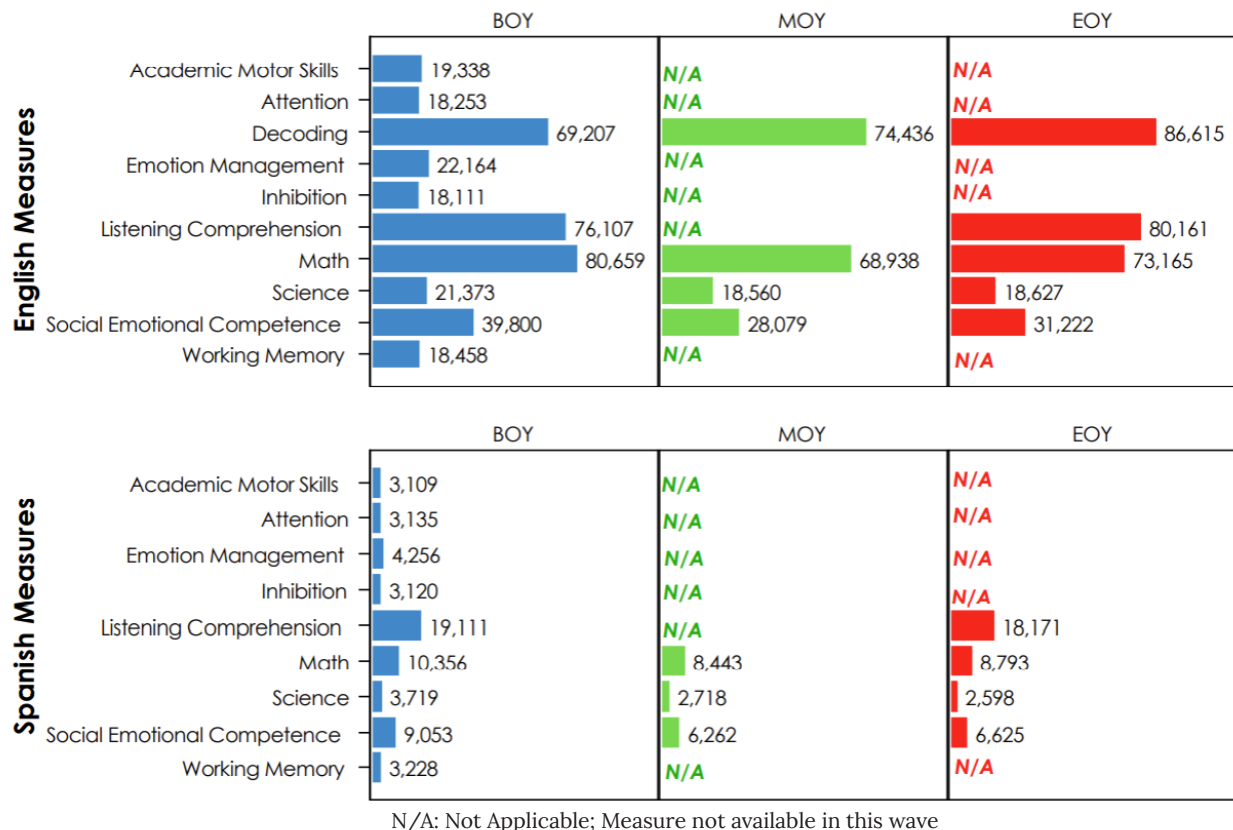


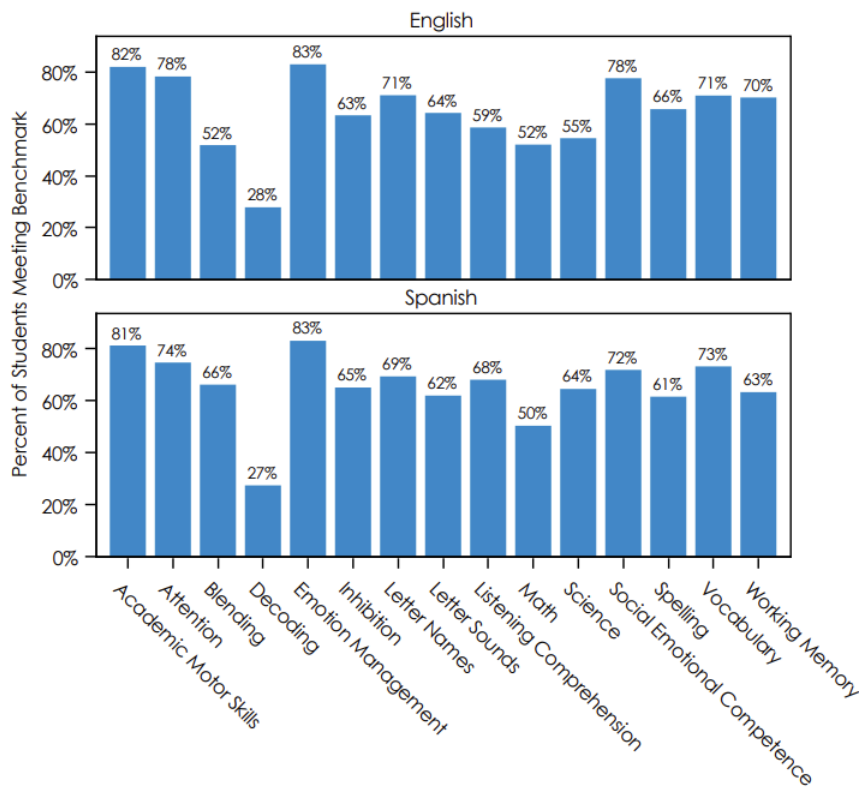
Figure 8. 2022-23 Number of Students Assessed with TX-KEA Non-Mandatory Measures



Kindergarten Students Meeting Benchmark Statewide

Figure 9 depicts the percentages of students assessed in English and Spanish across the state who are meeting the benchmark by measure. Over 173,445 students were assessed with at least one complete TX-KEA measure in fall 2022. The data indicates a significant percentage of students are arriving at school behind in key skills across all domain areas. Across all skills assessed in English, Decoding, Mathematics, Blending, and Science had the lowest percentage of students meeting benchmark at BOY with 28%, 52%, 52%, and 55%, respectively. For those students assessed in Spanish, the skill where students were struggling the most was Decoding, where only 27% met the benchmark, followed by Mathematics, where only 50% met the benchmark. Emotion Management had the highest percentage of students meeting benchmarks (83%) in both English and Spanish.

Figure 9. 2022-23 TX-KEA: Percent of Kindergarten Students Meeting BOY Benchmarks Statewide



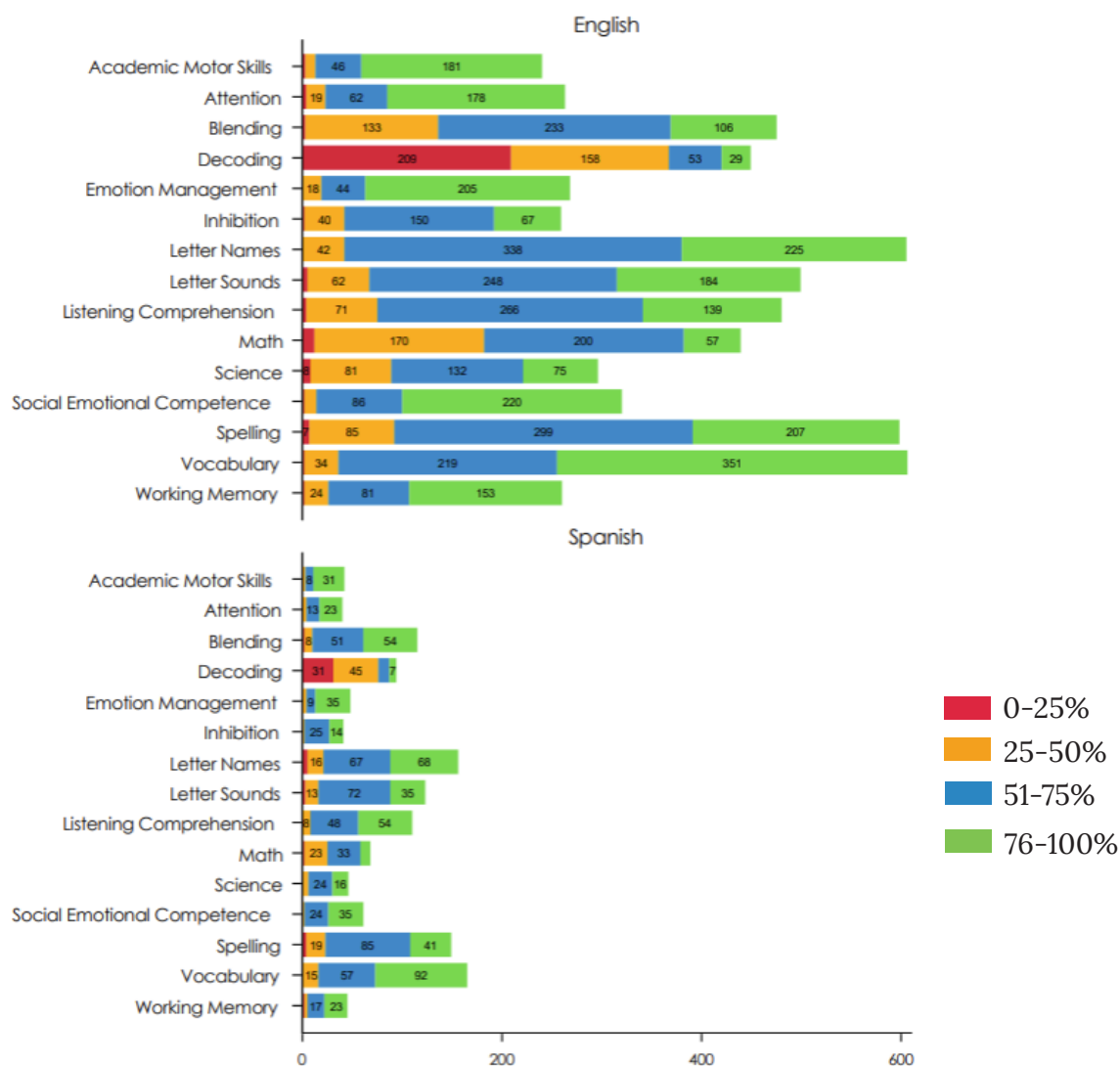
In addition to capturing student benchmark data at the state level, we also examined the variability in the percentages of students meeting benchmarks at the district level. Figure 10 displays the number of districts whose students are meeting BOY benchmarks across four categories: 0-25% of students in the district are meeting benchmarks (red bar), 26-50% of students are meeting benchmarks (orange bar), 51-75% of students are meeting benchmarks (blue bar), and 76-100% of students are meeting benchmarks (green bar). The pattern of results from TX-KEA in English offers a nuanced perspective on children’s early learning competencies. Many districts report less than 75% of students meeting benchmarks in most skill areas. For example, in the domain of Decoding and Mathematics, most districts serve student populations who do not meet the benchmarks. Moreover, more than half of the districts administering the Blending, Letter Names, and Letter Sounds measures report that students are meeting benchmarks at a rate of 75% or less. These skills are significant predictors of later academic success.

However, it is noteworthy that this is not universally the case across all domains assessed. Specifically, in skill areas such as Academic Motor Skills, Attention, Social Emotional Competence, and Vocabulary, a

greater proportion of students meet the set benchmarks. This divergence suggests that while many students encounter challenges in most foundational literacy skills, they do not necessarily manifest weaknesses in other areas associated with executive function, language, and self-regulation. The findings accentuate the necessity of employing a multi-dimensional perspective in the assessment of early childhood development. Such an approach acknowledges that individuals exhibit distinct profiles, characterized by a unique interplay of strengths and weaknesses across various competency areas. In this context, targeted instructional strategies for each skill are requisite, given that a deficit in one domain does not automatically predicate weaknesses in other areas. This nuanced understanding calls for a more individualized educational approach, tailored to address the specific needs and leverage the strengths of each student.

Overall, there are fewer districts using the TX-KEA Spanish, but the information that we present tells a similar story as the TX-KEA English. That is, although there is a sizable number of districts who have >75% of students meeting benchmarks on less than 3 skills, there is still work to be done in most skills assessed, with many districts struggling across a greater number of skill areas, particularly language and literacy skills. This data suggests that some districts with larger populations of students struggling to meet benchmarks may benefit from additional support.

Figure 10. 2022-23 TX-KEA: Number of Districts Using TX-KEA by Percentage of Student Population Meeting Benchmarks



End-of-Year Pre-K and Beginning-of-Year Kindergarten Entry Scores

We conduct this routine analysis to determine if CPM scores at EOY predict BOY TX-KEA scores as part of ongoing benchmark monitoring. Consistent with pre-COVID-19 findings (prior analysis for CPM scores from EOY 2018-19 predicting TX-KEA BOY 2019-20) and during the COVID-19 era (CPM scores from EOY 2020-21 predicting TX-KEA BOY 2021-22), we continued to find that all five CPM skills measured in EOY 2021-22 were significant predictors of kindergarten entry skills in BOY of 2022-23 for its analogous areas (e.g., CPM Rapid Vocabulary Naming predicting TX-KEA Vocabulary).

Calibration of Benchmarks

Currently, students performing above the 25th percentile in each test are classified as meeting benchmarks. During the Spring of 2021, CLI re-calibrated benchmarks for the following eight TX-KEA measures: Blending, Letter Names, Letter Sounds, Listening Comprehension, Syllabication, Spelling, Vocabulary, and Decoding. These analyses were conducted for both English and Spanish languages and for all three assessment windows (BOY, MOY, EOY). Re-calibration of CPM pre-K benchmarks is scheduled for FY2024, along with item piloting to align with the latest child skill development research and new state guidelines.

TPRI and Tejas LEE

Launched on CLI Engage in 2020 to support implementation of HB3, the Texas Primary Reading Inventory (TPRI) and El Inventario de Lectura en Español de Tejas (Tejas LEE) are highly reliable assessments of students' early reading skills. TPRI is an English assessment, developed by the Children's Learning Institute and TEA, and offers both screening and inventory sections to learn about students' reading skills. Tejas LEE is a complementary assessment administered in Spanish, developed by the University of Houston and TEA, offering an inventory section only. These diagnostic instruments are easy to use one-on-one assessments to quickly assess students' early reading skills, helping teachers provide targeted instruction so that students improve as readers. The TPRI and Tejas LEE benchmark assessments are given 3 times per year and can help detect early reading difficulties. The grade 1 and 2 editions of TPRI and Tejas LEE are available on CLI Engage at no cost.

The TPRI screener score at grade 1 includes letter sounds, blending, and word reading all administered at BOY in English. The utilization of this grade 1 screener at BOY was 27,926 students, about 7% of grade 1 students in the state of Texas. For Tejas LEE, a comparable assessment in Spanish, in grade 1, there is no literacy screener score available as part of this measure. However, utilization of the Tejas LEE word reading in grade 1 was 4,879 students, representing about 1.2% of students in the state of Texas.

In grade 2, the TPRI literacy screener that consists of a word reading subtest had 37,241 scores, while the Tejas LEE word reading score at BOY had scores for 4,755 students. About 9.4% of grade 2 students in the state of Texas were administered the TPRI literacy screener at BOY. For Tejas LEE, utilization at BOY represented about 1.2% of grade 2 students in the state.

Dyslexia Screening

CLI Engage offers two tools to support dyslexia screening for kindergarten and grade 1 students in English and Spanish, also launched in 2020 to support HB3 implementation. These tools can be used together to identify students who may be at risk for dyslexia.



- Dyslexia Screeners are direct assessments that align with the student skill criteria for dyslexia screening in accordance with Texas Education Code §28.006 and §38.003(a)
- Dyslexia Referral Checklists are supplemental questionnaires that build a link between direct assessment of early reading skills and classroom observations

Required Dyslexia Screening for Kindergarten and Grade 1

The dyslexia screener score is available for EOY at kindergarten and is comprised of TX-KEA Letter Sounds and Blending for English and TX-KEA Letter Sounds, Blending, and Decoding for Spanish. For EOY of 2022, 131,144 dyslexia screener scores were administered (vs. 169,202 literacy screeners at BOY) across 539 districts. There were 119,985 students who had both a literacy screener score at BOY and a dyslexia screener score at EOY during the 2022-23 school year.

The dyslexia screener score is available for MOY in grade 1, as well as grade 2 (although screening in grade 2 is not required by the state):

- TPRI (English assessment): Word Reading and Blending Phonemes
- Tejas LEE (Spanish assessment): Reconocimiento de las palabras, Segmentación de los sonidos, and Unión de los sonidos

For MOY of 2022, 19,775 dyslexia screener scores were administered in TPRI and 5,173 dyslexia screener scores in Tejas LEE, representing administration 275 districts for grade 1.

Dyslexia Referral Checklist

CLI developed a dyslexia referral checklist (DRC) as a questionnaire that builds a link between direct assessment of early reading skills (e.g., universal screening and progress monitoring measures) and classroom observations. Available as a digital tool or PDF download, the DRC can be used in combination with progress monitoring on CLI Engage or any other assessment tool for kindergarten and grade 1 (see Figure 11 for FY2023 administration).

Recent analysis on the validity of the DRC for kindergarten (which is administered at EOY) shows that progress monitoring assessments (TX-KEA) administered at the beginning of the year were moderately correlated with DRC scores at EOY, ranging from .39 for Blending to .62 for Letter Names. Correlations between the DRC and the dyslexia screener score composite was .79.

Figure 11. 2022-23 Number of Students with a Dyslexia Referral Checklist Score

| | Kindergarten | Grade 1 | Grade 2 |
|---|--------------|---------|---------|
| Number of students with a completed DRC (either language) | 60,875 | 22,416 | 5,898 |
| Number of students with a completed English DRC | 50,640 | 19,317 | 4,611 |
| Number of students with a completed Spanish DRC | 11,156 | 3,279 | 1,315 |



Supporting Quality Improvement Statewide

ESC Collaboration Across the State

Since our inception in 2003, CLI has been collaborating with ESC across the state to deliver training and support quality improvement in early childhood settings through the Texas School Ready Project. More recently, the free tools and resources available on CLI Engage have offered new opportunities for CLI to collaborate with the ESC to support school district and charter school teachers and administrators. These collaborative efforts are a critical step in the scaling and sustainability of the TSR program and its resources:

- **Serving as a TSR Comprehensive Lead Agent** (information in following section)
- **Supporting Schools with CLI Engage Implementation:** Many school districts and charter schools across the state are utilizing the TSR tools and resources on CLI Engage. CLI has been providing direct guidance to support individualized implementation, but some ESC are also supporting schools in their region in this capacity. The type of support varies across the state (based on the ESC's capacity and experience with TSR) but can include support for onboarding new teachers, supporting student uploads for progress monitoring, and training on the system and its tools. Beginning in FY2022, CLI has worked closely with Region 4 to support the Kindergarten Assessment Support (KAS) initiative to build awareness, understanding, and implementation of TX-KEA with teachers, administrators, and specialists.
- **eCIRCLE Facilitation:** CLI encourages ESC staff to become eCIRCLE facilitators, so they can extend their support to public school teachers through facilitated sessions of TSR's established professional development courses (see page 9).
- **Delivering CIRCLE Pre-K Foundations Training:** Certified ESC staff have been delivering the training to teachers in their regions for more than 15 years.
- **Remote Coaching:** In prior years, CLI had the opportunity to train ESC staff to deliver our coaching model through a remote/online delivery (see additional information on page 29) to support teachers in advancing their practice.
- **ITSN Participation:** In partnership with TWC, CLI manages the statewide Texas Infant-Toddler Specialist Network (ITSN), a network of early childhood specialists supporting infant and toddler teachers and administrators. Some ESC specialists support these age groups and have joined this voluntary network, participating in specialist training and certification.

Integrated Outreach Efforts

TSR Early Childhood Summer Institute

CLI hosted its Texas School Ready Early Childhood Summer Institute in June 2023 in Houston. The Institute is known for its unique combination of presentations by both national research experts and experienced, hands-on trainers and coaches. In addition to training in the very best evidence-based methods, attendees have the opportunity to network with professionals from every early childhood setting. The 2023 Institute returned to our pre-pandemic registration of 1,000 early childhood teachers, administrators, and specialists. While registration is free for all attendees, CLI also offered hotel scholarships to over 180 TSR Comprehensive participants to reward exemplary implementation during the school year.

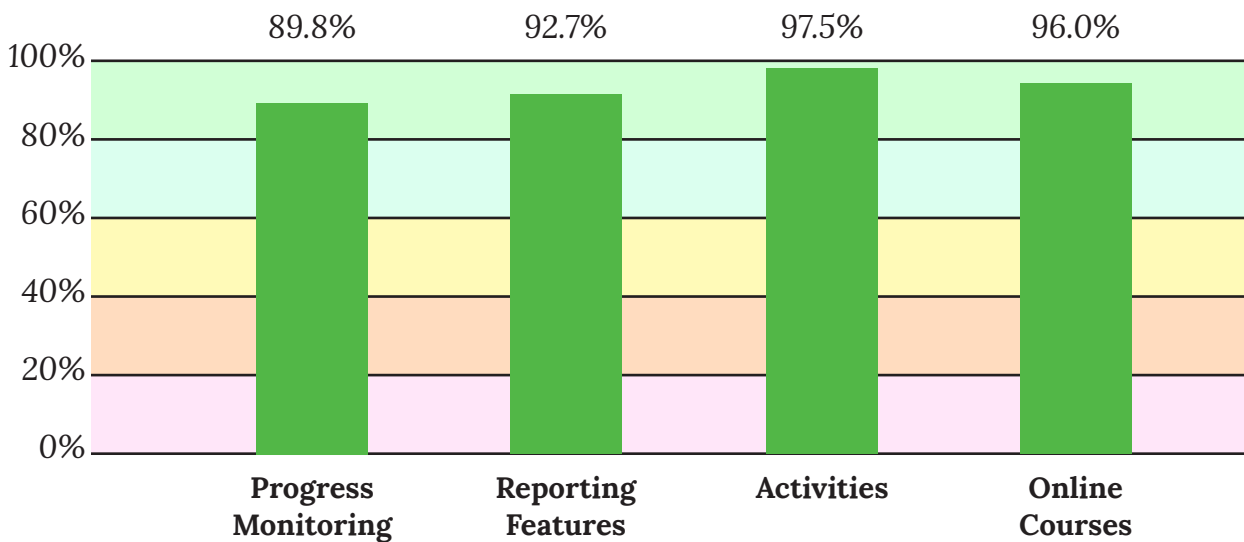


The CLI Engage education advisor service supports high-level users of the platform, including administrators and school leaders, to better understand how to interpret and use their progress monitoring data to evaluate, analyze, and plan instruction to meet the needs of young children and support teachers in the classroom; these services leverage the resources and reports on CLI Engage for data-based decision-making at the campus- and district-levels. In FY2023, the team refined professional learning webinars and developed customized assessment toolkits to support users of all levels in using CLI Engage data to inform practice. Another key part of the education advisor team is to support districts and charters in leveraging CLI Engage assessment data to meet state reporting requirements.

Client Support & Satisfaction

As TSR’s service expanded with the launch of CLI Engage, TSR staff developed protocols for measuring the ongoing performance of the platform and its tools. This requires careful monitoring of the platform’s help ticket system, which categorizes the support issues submitted by users and tracks responses from CLI’s team of Client Support Analysts. Ticket submissions seek support for common issues such as helping to establish or change existing accounts, uploading data, assisting with online courses and certificates, finding solutions to technical issues, navigating the platform, and becoming comfortable with the individual tools. In FY2023, the technology team successfully closed over 89 percent of the help tickets within our agreed Service Level Agreement (SLA). Each year CLI conducts multiple surveys to gain feedback from users on numerous performance indicators. The graph in Figure 12 indicates user satisfaction (very satisfied, satisfied, or somewhat satisfied) with the most commonly used tools on CLI Engage.

Figure 12. 2022-23 CLI Engage Customer Satisfaction



TSR Comprehensive Services

TSR is delivered through several models across the state, varying in intensity of the support offered and direct contact with stakeholders. TSR Comprehensive is our most intensive service delivery model; it is the research validated, three-year professional development program that provides high-intensity support to early education teachers in communities that are most in need of quality resources and individualized technical assistance. TSR Comprehensive is made possible by collaboration and partnership at state, regional, and local levels.

In FY2021, CLI transitioned the TSR Comprehensive model to provide services remotely to participating teachers, as well as services to infant and toddler classroom teachers in communities with capacity (in addition to the pre-K teachers served through the program since 2003). CLI developed the infant and toddler service delivery model after completing a successful research pilot in three cities, based on our existing pre-K program. This expansion provided opportunities to create a continuity of quality care across all classrooms within programs, beginning initially with those programs that were able to remain open or re-open during the pandemic and now extending to our regular service delivery.

TSR Comprehensive is our highest intensity program serving infant, toddler, and pre-K classrooms in high need communities

TSR Comprehensive is a birth-to-5 program serving teachers in infant, toddler, and pre-K classrooms. When the components are delivered together, TSR Comprehensive is proven to have a positive impact on the instructional practices of early childhood educators and the school readiness of the children in their classrooms (more details in this section):

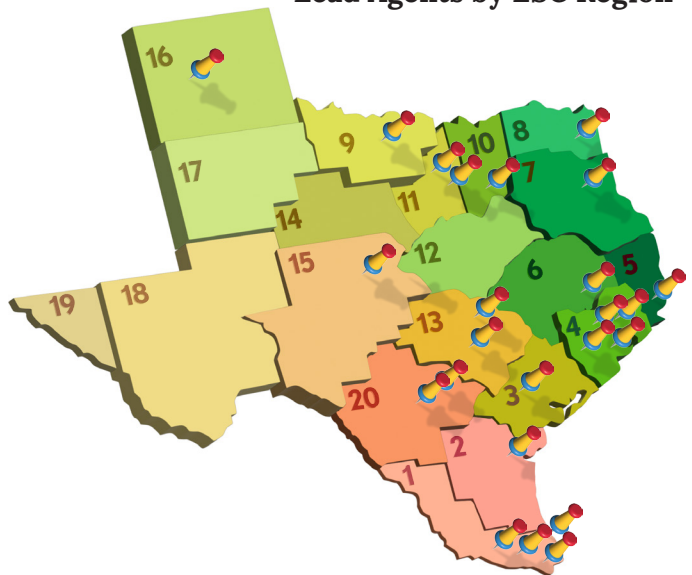
- Classroom curriculum and materials
- Child progress monitoring
- Professional development
- Individualized coaching

Service Delivery and Eligibility

Programs are eligible to participate in TSR Comprehensive if they meet certain requirements: all child care programs must be in good standing with Child Care Regulation. Programs must be serving at least 50% at-risk children meeting eligibility requirements for state-funded pre-K and/or at least 50% children eligible to receive Child Care Services funding. All Head Start and Early Head Start programs are eligible, as are public school pre-K programs if they are partnered with a child care or Head Start program. As part of TSR Comprehensive, licensed home-based child care providers in good standing are also eligible to receive some professional development services through the program.

Every two years, community-based organizations can apply to become TSR Comprehensive “lead agents,”

Figure 13. 2022-23 TSR Comprehensive Lead Agents by ESC Region



serving as the hub for TSR Comprehensive in their local community. These lead agents recruit eligible Head Start, child care programs, and public schools to participate in TSR for three years and coordinate the delivery of services to TSR Comprehensive participants. In Spring 2021, a request for applications (RFA) launched for 2021-23 TSR Comprehensive lead agents. After a thorough review process, twenty-five lead agents were selected for the 2021-2023 grant term (see Figure 13). CLI provides implementation support to lead agents designed to enhance performance and ensure fidelity to the TSR Comprehensive model; in FY2023, lead agents averaged 98.1% adherence.

Looking forward to 2023-2025, CLI launched the RFA again in Spring 2023. Organizations applied for the opportunity to apply to deliver the program to infant, toddler, and pre-K classrooms, with 25 final selections; their implementation began in Fall 2023.

TSR Comprehensive enrollment for the 2022-2023 school year is described in Figure 14. Of the 1,487 teachers participating, about 53% work in pre-K classrooms with the remaining 47% in infant or toddler classrooms. CLI maintains a statewide waiting list of over 200 programs that would like to participate.

Figure 14. 2022-23 TSR Comprehensive Participation

| Setting | Schools | Teachers | Students |
|------------------|---------|----------|----------|
| Child Care | 522 | 1,236 | 13,320 |
| Head Start | 67 | 79 | 1,378 |
| District/Charter | 27 | 172 | 2,506 |
| Totals | 616 | 1,487 | 17,204 |

As part of ongoing evaluation activities, CLI regularly reaches out to participating TSR Comprehensive teachers to complete an anonymous survey regarding their satisfaction with the program. Year-over-year, an overwhelming majority of participants feel that the program improved their teaching strategies, that their professional development was differentiated based on their current skills and goals, and that coaches demonstrated professionalism in their work with teachers.

Curriculum, Materials, and Technology

Over the past 20 years, CLI has found that many TSR Comprehensive participants lack high quality, foundational instructional materials to help children build school readiness skills within the classroom learning environment. In response, CLI developed a suite of materials that can be provided to classrooms based on a site needs assessment conducted at the beginning of their implementation. In addition to full access to the resources on CLI Engage detailed in the prior section, TSR Comprehensive participants can receive the following materials at no cost as part of participation.

TSR’s materials are designed to provide a high quality learning environment for young children

Print editions of the **CIRCLE Pre-K Curriculum**, published by CLI, if a pre-K classroom does not currently have a curriculum in place. Beginning in FY2024, the CIRCLE Infant-Toddler Curriculum will be provided to infant and toddler classrooms (see more about the CIRCLE Curricula on page 11).

Classroom material kits include resources for initial classroom set-up and management, as well as manipulatives, books, and activity cards for instruction across six content areas—math, science, written expression, letter knowledge, oral language, and phonological awareness. These materials are used in combination with the CIRCLE Activity Collection to ensure teachers have the materials necessary to deliver hands-on learning experiences.

Printed copies of the state’s early learning guidelines (Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines, Texas Prekindergarten Guidelines, and Texas Core Competencies for Early Childhood Practitioners and Administrators) are provided to all TSR Comprehensive participating programs to support teachers in planning for instruction across learning domains and targeting end-of-year outcomes.

TSR provides **laptops to teachers** to effectively administer CIRCLE Progress Monitoring and access the online professional development resources. Many centers participating in TSR Comprehensive do not have computers in individual classrooms.



Child Progress Monitoring

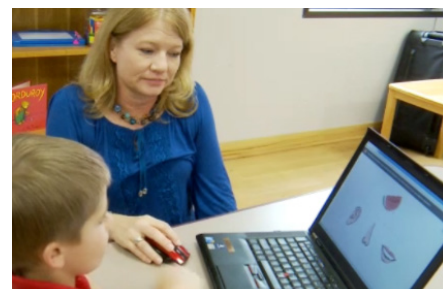
In TSR Comprehensive, participating pre-K classrooms use CIRCLE Progress Monitoring (CPM) to track child skill development throughout the year. For infant and toddler classrooms, teachers can use the developmental milestones checklists; in FY2023, 525 infant-toddler teachers in TSR Comprehensive used the developmental milestones checklist. Both tools are available on CLI Engage.

A hallmark of TSR Comprehensive is its focus on data-driven resources and decision making. CLI routinely measures performance of professional development efforts in terms of gains in (a) specific teaching practices and in (b) student skills important for school readiness. For most of the descriptions of teacher and student growth presented in the pages that follow, we have used data collected during the 2022-23 academic year in TSR Comprehensive pre-K classrooms serving children from 3-5 years old.

CIRCLE Progress Monitoring PreK - Student View

Reports View Groups Click to Assess in Spanish Reset Class Offline Assess

| Hide/Display Measures | Language-Related Skills | Reading & Writing | Basic Literacy Skills | Phonological Awareness | Phonological Awareness | Phonological Awareness | Phonological Awareness | Phonological Awareness |
|-----------------------|-------------------------|-------------------|-----------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| Student Name | Exclude All | | | | | | | |
| Maximum Score | 52 | 55 | 7 | 5 | 7 | 9 | 20 | |
| 1 Demo 1 | | | | | | | | |
| 2 Demo 10 | | | | | | | | |



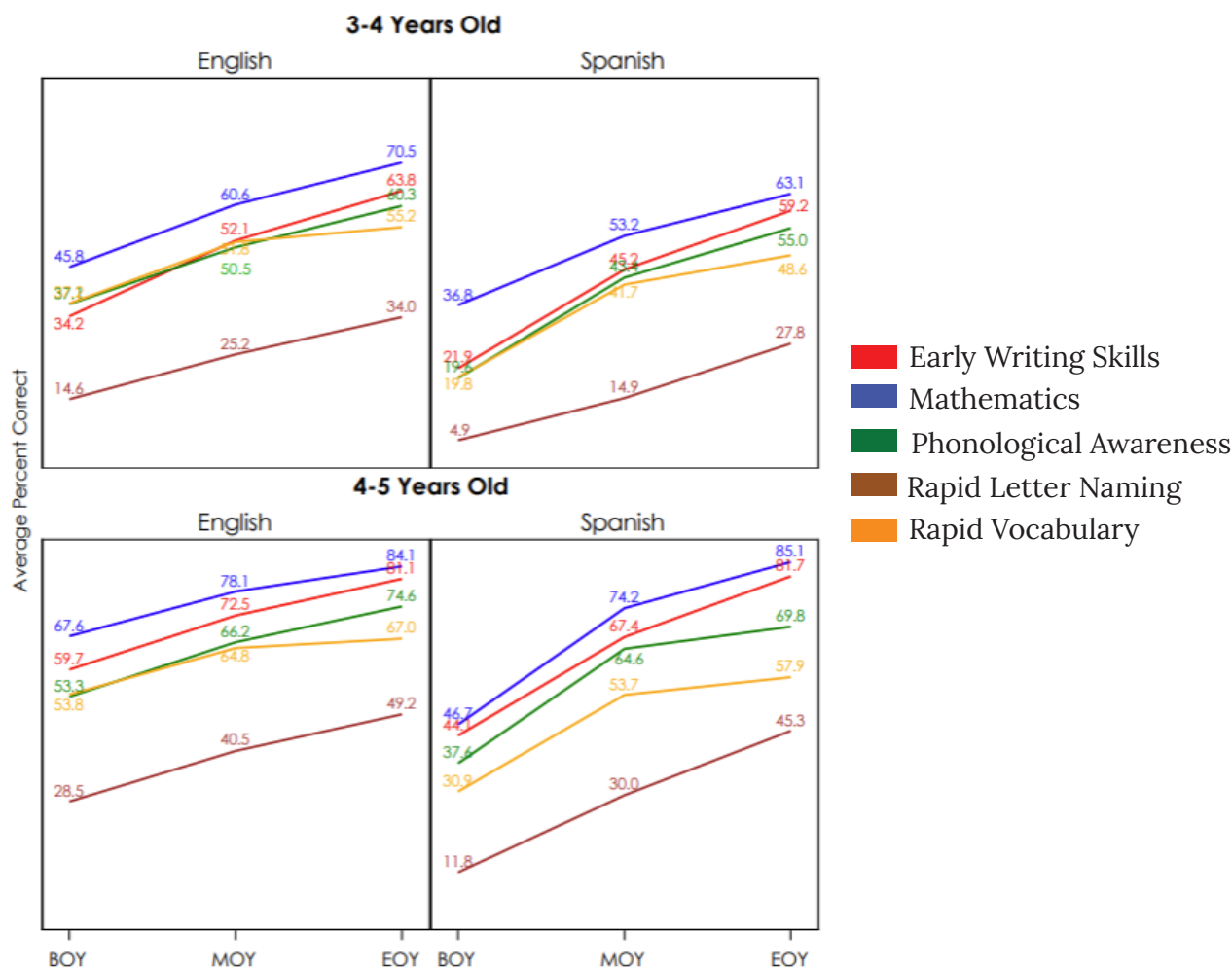
Overall Child Growth for TSR Comprehensive Classrooms

The graphs in Figure 15 show the growth in CPM scores for TSR Comprehensive pre-K students who were assessed across three timepoints (i.e., beginning of year or BOY; middle of year or MOY; end of year or EOY) during FY2023. These graphs are divided by age group (i.e., 3-4 years of age; 4-5 years of age) and language of assessment (English vs. Spanish). The scores include Early Writing Skills, Mathematics, Phonological Awareness, Rapid Letter Naming, and Rapid Vocabulary. These learning domains are important indicators that correlate highly with a child’s success upon kindergarten entry and long-term academic success.

TSR Comprehensive data shows child growth in all settings, especially children with lower skill levels at BOY than their peers

For the English assessment, the number of students across age groups ranged from 1,158 to 2,657 across assessments. For the Spanish assessments, these numbers ranged from 58 to 308. Descriptively we see that between BOY and EOY, children are making gains in all areas, regardless of age group or the language of assessment. Although gains in skills are evident across the school year, children may continue to benefit from support in all areas, especially those related to language and literacy. Additionally, we see child growth across all early learning settings where TSR Comprehensive is implemented: child care, Head Start, and public pre-K.

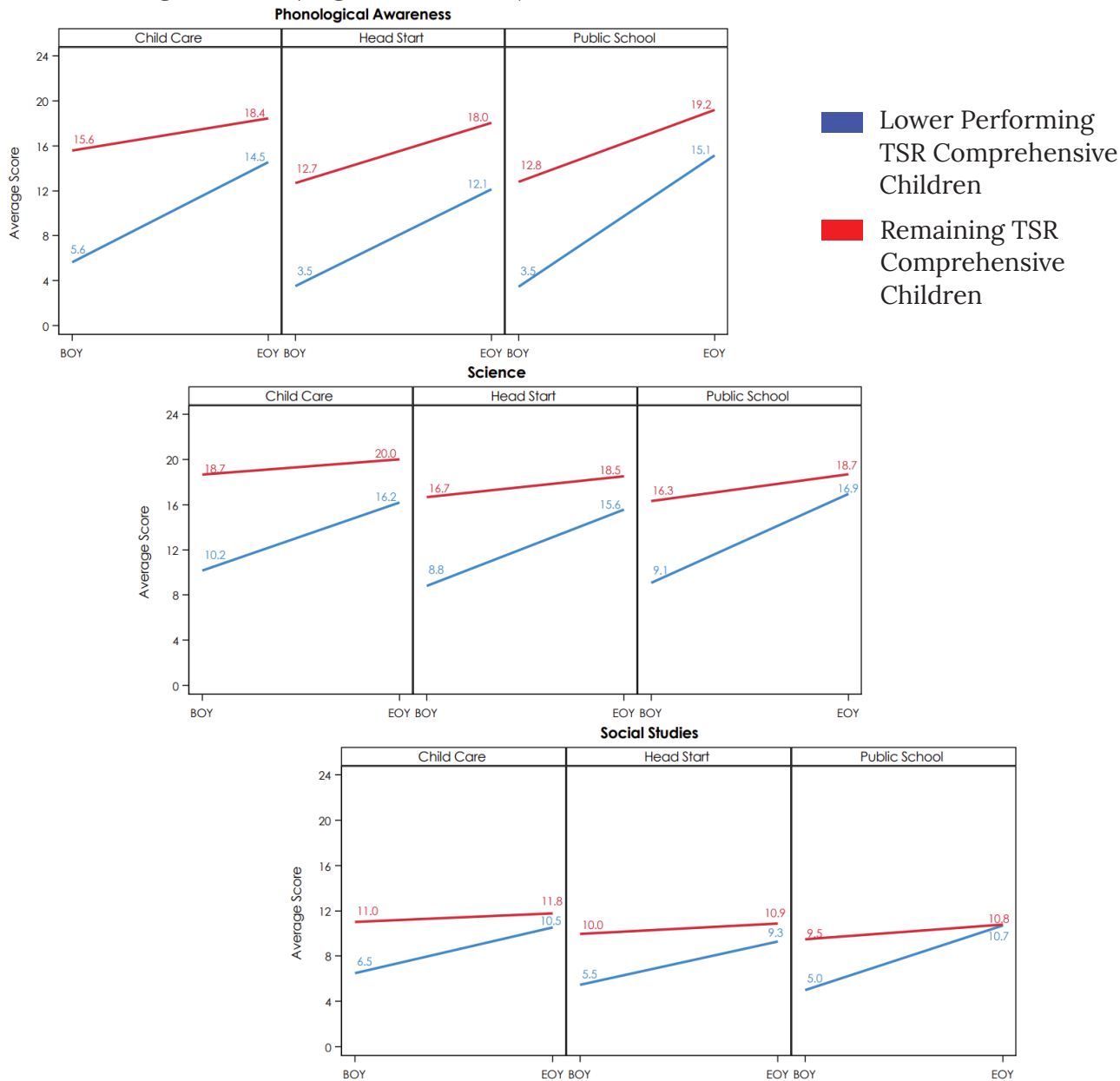
Figure 15. 2022-23 CIRCLE Progress Monitoring: TSR Comprehensive
Average Growth for All Children, 3-5 Years Old



Growth of Lowest Performing Children in TSR Comprehensive Programs

We also analyzed the growth of children who entered TSR Comprehensive programs with the least developed skills (defined as children one standard deviation below the mean, based on their BOY performance). TSR Comprehensive uses progress monitoring to identify children not meeting benchmarks, who are then placed in skill-based small groups where they receive more targeted support and instruction. Compared to their peers, children with the least developed skills experience the most dramatic gains over the year. In other words, the trajectories of the lowest performing children were steeper (statistically significant) than those of higher performing students. For example, the graphs in Figure 16 indicate larger and significant gains for the lowest performing students in Phonological Awareness, Science, and Social Studies skills across all three settings in which TSR Comprehensive is implemented. This analysis suggests that, while the gaps between lowest performing children and their peers in TSR Comprehensive remain at EOY, the gaps have been substantially narrowed given the larger gains that lower performing children are able to make.

Figure 16. 2022-23 TSR Comprehensive: Growth of Lowest Performing Children (English CPM Data)



Professional Development and Training

Teachers who participate in TSR Comprehensive receive three years of professional development, including individualized coaching. This professional development provides foundational training on instructional strategies and child skill development, and customized sessions to ensure a teacher's full implementation of the TSR Comprehensive model. Teachers complete some core training on their own, with coach-facilitated follow-up classes to reinforce learning and connect to the classroom. Training services may be delivered in-person or virtually:

TSR Comprehensive professional development provides core, foundational training for teachers

The school year begins with **TSR Comprehensive Orientation training** that provides an overview of the project components and expectations for all participating administrators and teachers.

TSR 101 Foundations Training is a two-day training that includes six introductory modules to help prepare teachers set the stage for an organized classroom environment to support child skill development.

Pre-K teachers participate in a four-hour **CIRCLE Pre-K Curriculum Training** to learn about the curriculum's content and components, how to access the digital curriculum resources, and use these resources for lesson planning.

Facilitated classes for eCIRCLE (pre-K teachers) and **CIRCLE Infant and Toddler Teacher Training: Play with Me** (infant and toddler teachers) are monthly sessions in which course topics are discussed in depth and connected to implementation and practice assignments. This facilitation ensures progress through online coursework and supports connections between content and practical implementation. **Beginning Education: Early Childcare at Home (BEECH)** professional development modules are available on CLI Engage for all participating home-based child care providers.

Each pre-K teacher participating in TSR Comprehensive attends a four-hour **CIRCLE Progress Monitoring Training** that features the goals of tracking child progress, conducting the assessments, using reporting features, and interpreting data to inform instructional planning. Infant and toddler teachers attend a two-hour **developmental milestones checklist training**.

Participating schools have free access to **online trainings on the state's early learning guidelines** (Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines, Texas Pre-Kindergarten Guidelines, and Texas Core Competencies for Early Childhood Practitioners and Administrators) that include introductions to the domains and how to effectively use the guidelines in practice.

All TSR Comprehensive participants use the **Texas Early Childhood Professional Development System** to store their professional development (and coaching) certificates and track progress on the early childhood career pathway.

Teacher Coaching

Ongoing coaching, as opposed to more common types of professional development approaches such as workshops, takes into consideration the teacher's current level of understanding and skill, which can vary



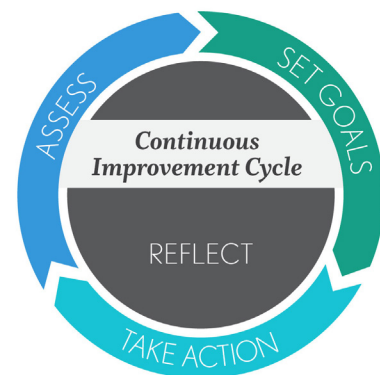
TSR Comprehensive coaching is tightly connected with professional development and focused on helping teachers improve their practice and meet specific classroom needs

greatly across learning domains or types of curricular activities. By supporting the individual professional development needs of each teacher, ongoing coaching has been shown to improve teacher and child outcomes (Crawford, Zucker, Van Horne, & Landry, 2016; Crawford et al, 2013; Zucker, Crawford, & Landry, 2013; Landry, Swank, Anthony, & Assel, 2010; Landry, Anthony, Swank, & Monsegue-Bailey, 2009).

TSR Comprehensive provides data-driven coaching that is tightly connected with professional development content. This coaching support helps educators improve their practice using targeted tools and methods to meet their specific needs in the classroom. Teachers receive four hours of individualized coaching (face-to-face or remote) per month during the first year of participation, and two hours in the second and third years. Driven by the CLI Coach Competency Framework, coaches receive intensive training that includes a coach conference and ongoing monthly collaborative peer learning sessions that use coach-recorded videos to encourage reflection and provide feedback to improve coaching practice.

The Coaching Cycle

TSR Comprehensive coaches create individualized plans for teachers based on classroom observation data, align professional development to meet the teacher's needs, offer personalized feedback, and track goals and progress. This coaching cycle supports teachers to first understand the quality of their instruction at a particular point in time (assess), have a clearly defined idea about the quality they want to achieve (set goals), and have access to resources or training opportunities that are aligned with the goal behavior and sensitive to a teacher's current level of practice (take action). The continuous improvement cycle is repeated across the year and incorporates multiple forms of data, as well as TSR's content resources. TSR coaching is delivered using a variety of strategies including modeling, co-teaching, instructional planning, video reflection, and side-by-side techniques.



Remote Coaching

Participating teachers receive coaching through either onsite or remote/virtual delivery, with remote teachers receiving coaching through video and technology-driven feedback. Video reflection is the key process driver to support reflection and assess progress within the coaching cycle. Watching regular recordings of one's own practice can be used to help teachers notice aspects of behavior that are difficult to detect in the moment, and in particular can help teachers learn more about the connection between teaching practices and student learning. Video recordings allow a teacher to revisit instructional situations and interactions, multiple times if necessary, to better understand student perspectives and plan for improvement.

CLI has conducted remote coaching in TSR Comprehensive since 2013, which enabled the program to quickly transition service delivery during the COVID-19 pandemic. Recent studies of TSR's coaching model in both face-to-face and remote delivery, suggest that teachers benefit from coaching support and that when considering impacts on outcomes through coaching, differences between the coaching modalities were not statistically significant. This is an important finding, as remote coaching may be a more cost-effective approach for improving teacher change



Tracking Gains in TSR Comprehensive Teacher Skill

TSR Comprehensive measures teacher gains in instructional behaviors known to advance child outcomes using a standardized assessment tool known as the Classroom Observation Tool or COT (see page 12). In this section, we present data on teacher gains for infant, toddler, and pre-K teachers participating in TSR Comprehensive.

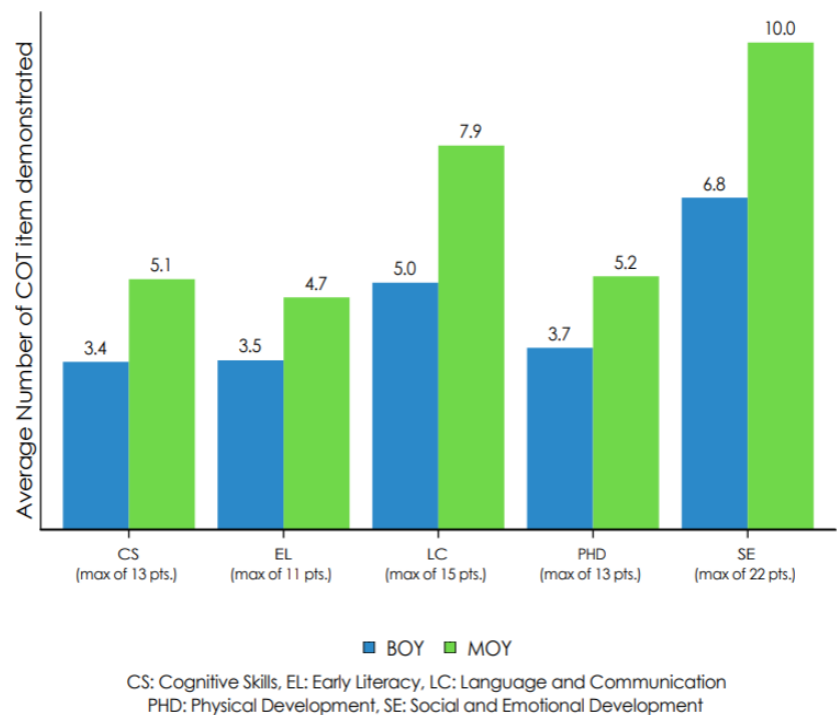
COT Behaviors
Level 1: Foundational behaviors
Level 2: Medium-difficulty behaviors
Level 3: Instructional behaviors that may require more explicit training and coaching to successfully implement

Infant and Toddler Teacher Gains in Instructional Strategies

In Figure 17, BOY refers to beginning-of-year observations; MOY, middle-of-year. Please note, coaches do not perform an EOY observation since there is not time remaining in the school year for actionable goal-setting. Change from BOY to MOY represents the average increase in instructional strategies observed during a two-hour classroom observation. The graph illustrates teacher skill gains across all content areas related to key infant-toddler indicators: cognitive skills, early literacy, language and communication, physical development, and social and emotional development.

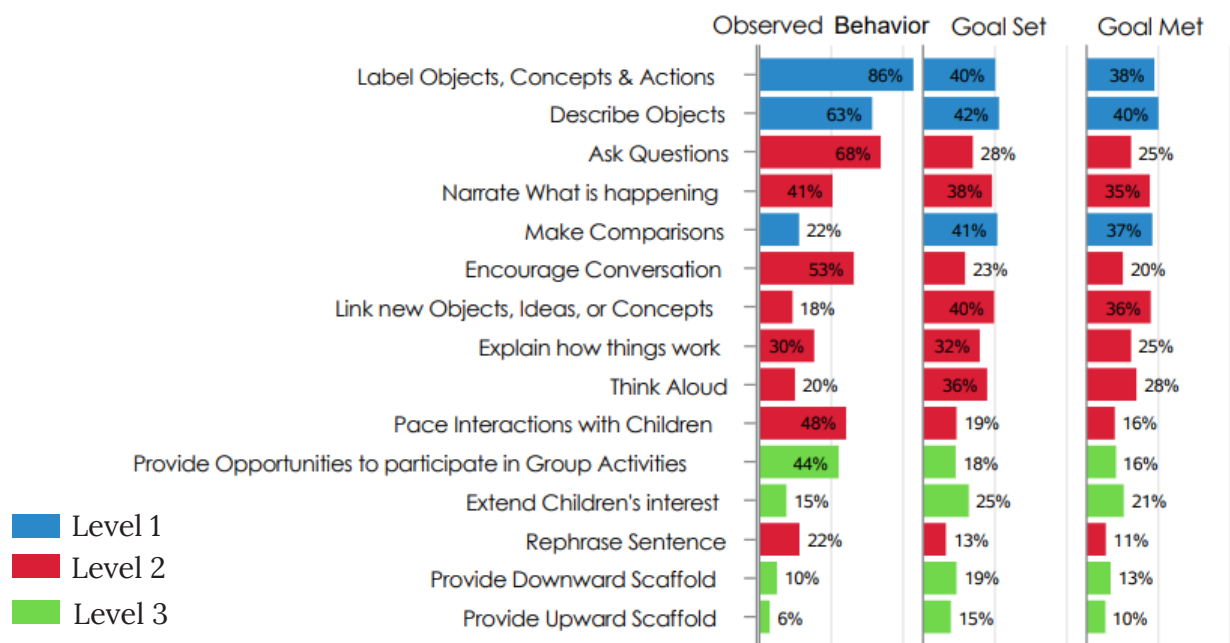
Additionally, the COT provides specific and rich data that allows for classification of instructional behaviors into three levels. Figure 18 illustrates the percent of teachers demonstrating each of the language and communication behaviors at BOY. For example, we observed that 86% of teachers were engaging in labeling objects, concepts, and actions at BOY, a level-1 behavior, while only 30% of teachers were explaining how things work, a level-2 behavior. As the year progresses across skill areas, coaches support teachers to work toward levels 2 and 3 instructional behaviors.

Figure 17. **2022-23 TSR Comprehensive: Infant and Toddler Teacher Gains (BOY to MOY)**



In addition to measuring observed behaviors, the COT also allows teachers and coaches to set goals. Figure 18 also illustrates the distribution of teachers who set goals for each of the instructional behaviors during the 2022-23 academic year (middle panel). Although most goals concentrate in level-1 and some level-2 behaviors, there is an increase in the percent of goals set for most of level-2 activities when compared to the observed behaviors. This is also true for most level-3 behaviors. This suggests that when teachers are not demonstrating level-2 or level-3 behaviors, they are setting these behaviors as goals for improvement—a reassuring sign that the program is leading to continuous improvement for teachers. Between 13-40% of teachers have set level-2 behaviors as a goal and between 15-25% of teachers have set level-3 behaviors as a goal.

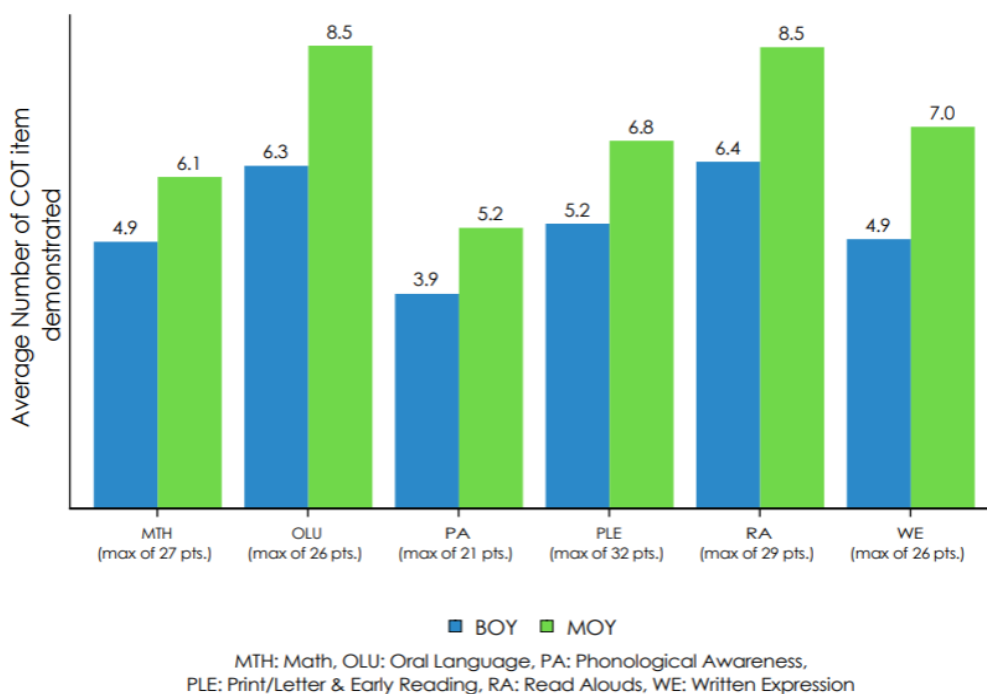
Figure 18. **TSR Comprehensive Infant and Toddler Teacher Goals Set and Met: Language and Communication Domain**



Pre-K Teacher Gains in Instructional Strategies

Transitioning to pre-K teacher gains, for Figures 19 and 20, change from BOY to MOY represents the average increase in instructional strategies observed during a two-hour classroom observation. Overall, Figure 19 illustrates improvements across all content areas related to key pre-K indicators: phonological awareness, oral language, written expression, math, read-aloud, print and letter, and early reading. Across all content areas presented in the graph, we observe gains based on the COT instructional behaviors from BOY to MOY.

Figure 19. **2022-23 TSR Comprehensive: Pre-K Teacher Gains (BOY to MOY)**

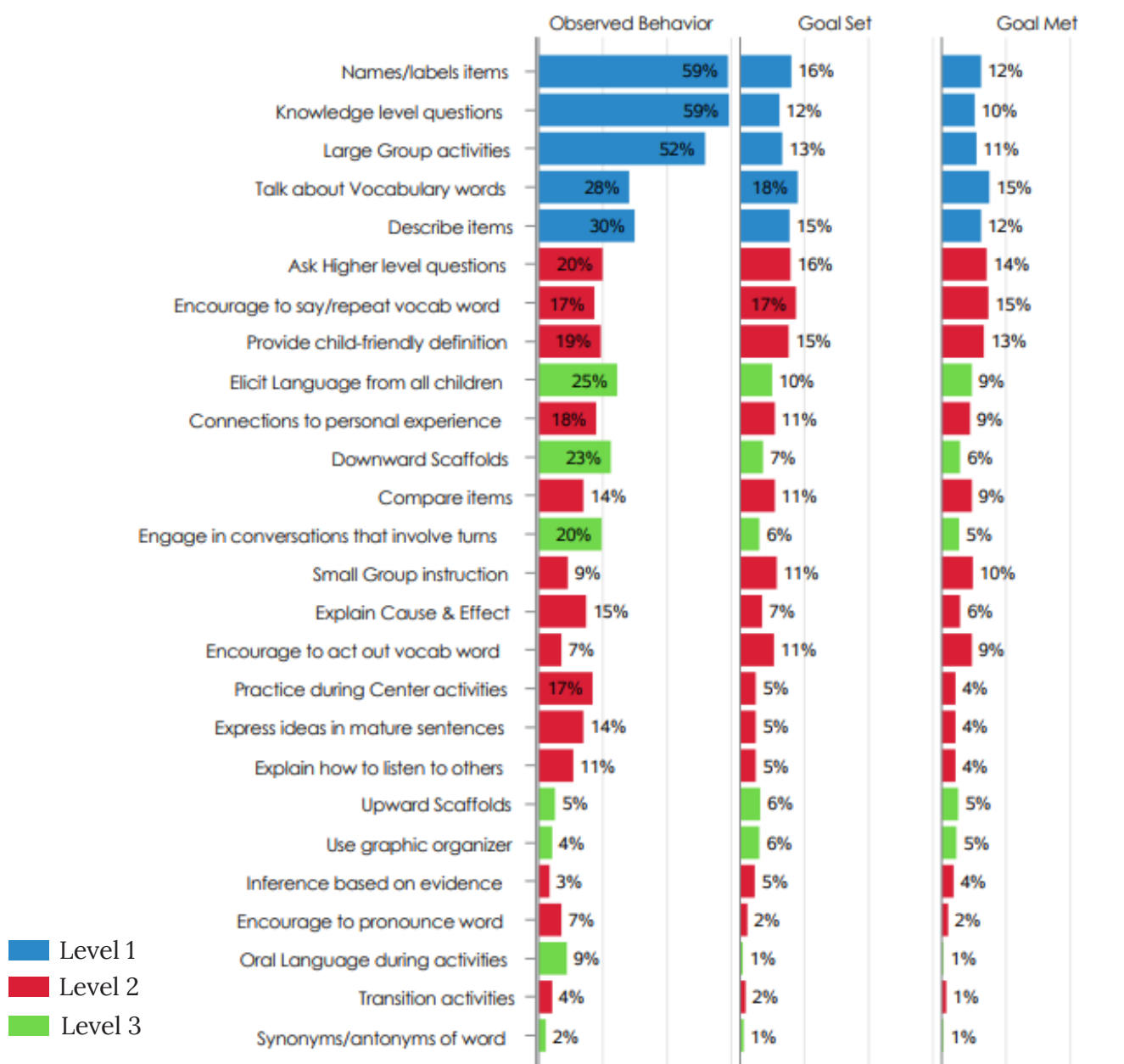


Setting goals for higher-level behaviors is a reassuring sign that TSR Comprehensive is leading to continuous improvement for teachers

Analyzing the observed behaviors, goals set, and goal met for one of the COT Pre-K domains, Figure 20 illustrates all the behaviors that encompass the oral language use domain. We observed that 52% of teachers were engaging in large group activities at the beginning of the year, a level-1 behavior, while only 9% of teachers included opportunities for small-group instruction, a level-2 behavior.

As explained previously, the COT also allows teachers and coaches to set goals. Figure 20 also illustrates the distribution of teachers who set goals for each of the instructional behaviors during the 2022-23 academic year (middle panel). Most goals concentrate in level-1 and some level-2 behaviors, indicating that when selecting observed behaviors that could be targeted by pre-K teachers, coaches focus on a small set of behaviors at a time.

Figure 20. TSR Comprehensive Pre-K Teacher Goals Set and Met: Oral Language Use Domain



Quality Improvement Innovations

CLI frequently seeks opportunities to leverage TSR to further our mission through collaboration with other quality improvement initiatives aimed at closing achievement gaps for at-risk children. In FY2023, CLI focused on several projects designed to innovate aspects of TSR Comprehensive implementation with statewide reach through CLI Engage.

Strengthening Competency in TSR Comprehensive Coaching and Training

CLI provides ongoing professional development for all TSR Comprehensive coaching staff to maintain and grow their coaching and training skillsets. This includes a week-long training on coaching competencies, and ongoing monthly professional learning communities (PLC) driven by peer review and reflection of coaching and training competencies.

As part of CLI's ongoing efforts to build coaching and training capacity within our own programs and offer resources for the state, CLI has dedicated resources through several state grants to develop and pilot a micro-credential program for early childhood specialists. Micro-credentials offer specialists (such as early childhood trainers, coaches, mentors, school-support staff, and assessors) opportunities to receive professional acknowledgement for demonstrable skills learned and acquired throughout their careers, but also advance their skills into new areas. "Badges" are earned when specific competencies are demonstrated, often through a video submission or other work product (rated by a trained coder). Professionals can earn micro-credentials in specific areas when all badges in that area have been earned, and once all micro-credentials are earned, certification is awarded. This incremental approach to certification allows professionals to market their current competency levels and builds motivation to continue toward full certification. It also aids employers in understanding gaps in competency among their staff.



TSR Comprehensive staff across the state continued participation in the micro-credential program in FY2023. Also hosted within the CLI Engage platform, the program includes reviewing relevant documentation, uploading videos demonstrating specific competencies, and participating in ongoing PLC to support their practice. In FY2023, 80 TSR Comprehensive field staff participated in this program and received 2,797 coaching badges and 49 micro-credentials and 29 training badges and 1 micro-credential.

Educator Credentials

Leveraging this new system, CLI is developing a credential for early childhood teachers on CLI Engage through other state funds, but available on CLI Engage across the state. The framework includes competencies that all early childhood teachers need to demonstrate to effectively serve young children across domains (e.g., language, literacy, social-emotional) at different levels (foundational, intermediate, advanced). CLI will pilot the new teacher micro-credentialing service with a small sample of TSR Comprehensive teachers in FY2024. Based on the outcome of the pilot, CLI will work to formally integrate teacher certification into TSR Comprehensive and explore other integration opportunities.



Expanded TSR Comprehensive Administrator Support Services

In FY2023, CLI designed an expanded service model for TSR Comprehensive administrators with a goal to ensure program directors and instructional leaders are equipped to lead schoolwide improvement efforts, now known as the Administrator Professional Learning Series (APLS). The program focuses on three key quality improvement leadership concepts: building a culture of continuous quality improvement, having effective quality improvement conversations with teachers, and supporting teachers' implementation of specific TSR strategies and tools. Using a combination of needs assessment, coaching, and PLC, directors apply the concepts they learn to the articulation of goals and action items that support high quality TSR Comprehensive implementation. The new model also includes foundational trainings in TSR resources for teachers who are not assigned the full TSR Comprehensive model. CLI piloted the approach with 31 directors and administrators and over 120 teachers in FY2023. The pilot provided an opportunity to test out the new approach and gather feedback from participants and staff on how it can be improved. The pilot received overwhelmingly positive feedback, prompting APLS to be formally integrated into TSR Comprehensive service delivery beginning in FY2024.

Registered Apprenticeship Program

In FY2022, CLI received a grant from the Texas Workforce Commission to develop a registered apprenticeship program (RAP) for child care that leverages the TSR Comprehensive model. Apprenticeships help employers and job seekers by training teachers for jobs with diverse career paths and promising futures. Apprentices are full-time, paid employees who earn while they learn. As a program designed to support the early childhood workforce by building competency in evidence-based instructional practices that positively impact child outcomes, TSR Comprehensive is an ideal program to embed a RAP for focused career development. This approach leverages the existing TSR Comprehensive on-the-job individualized coaching and related professional development, with support to obtain a CDA credential by the end of the apprenticeship. As part of the grant, CLI designed and developed a RAP toolkit, and piloted the RAP model in Amarillo, Rio Grande Valley, and Houston in FY2023. In FY2024, 30 apprentices (pre-K teachers) from among TSR Comprehensive participants joined this initial year of implementation; CLI's goal is to extend RAP participation across TSR Comprehensive as we iterate and scale the model to meet each community's needs.

Leveraging TSR's Model in Research

CLI leverages the TSR Comprehensive model in research studies, since it is a proven foundation for teacher support with high quality resources that positively impact child outcomes and teaching behaviors. Currently, CLI has two ongoing research studies evaluating innovative approaches that may be incorporated into TSR Comprehensive service delivery and/or new resources on CLI Engage in the future if proven effective. These studies are examples of how state investments in TSR lead to high quality research and development opportunities that, through our intentional feedback loops, serve to strengthen implementation and enhance services provided through the TSR program itself.

Core Coaching Competencies Professional Development (C3PD) Program

Repeated implementation, study, and refinement of our TSR coaching model has helped us to identify the coaching skills and behaviors that play important roles in changing teacher practices across different



types of early learning settings. Unfortunately, many coaches lack the knowledge and skills to implement these effective practices within the context of routine coaching programs. CLI recognized that both TSR Comprehensive and the field more broadly could greatly benefit from a framework for coach training that is better matched to school realities and more systematically trains coaches in specific skills and behaviors—what we have identified as core coaching competencies.

In FY2022, CLI was awarded federal funds from the Institute of Education Sciences for the study, **Building Coaching Capacity: Development of the Core Competencies for Coaching Professional Development Program (C3PD)**. The C3PD study focuses on the development and pilot implementation of a new training program for coaches that includes online professional development courses, a web-based library of coaching exemplar videos and other content resources, a digital goal-setting tool, virtual PLC, and a micro-credentialing system that awards participants for demonstrations of the competencies.

The resources and strategies developed through C3PD will directly enhance the implementation of coaching provided through TSR Comprehensive by embedding a new and improved coach training paradigm once the study concludes. Additionally, through integration with CLI Engage, C3PD resources will be available to all coaches, trainers, and specialists accessing the platform.

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Continuous Improvement for Teachers (CIT) Project

The CIT Project is a five-year study funded by the Department of Education's Institute of Education Sciences to test the efficacy and cost-effectiveness of using TSR Comprehensive resources in three contrasting professional development approaches (guided self-study, facilitated professional learning communities, and remote coaching). The project introduces two highly scalable practices using widely used resources on the CLI Engage platform. In fact, CLI designed the intervention so districts could replicate any of the three continuous improvement models using the free resources on CLI Engage—potentially freeing up funds.

Teachers are randomized into one of three intervention models or a “business as usual” group.

- **Guided Self-Study:** Teachers engage with content independently, supported by a toolkit and web-based tools that guide them through 12 continuous improvement cycles of goal setting, action planning, and video reflection exercises, with a monthly checkin call to keep on track.
- **Facilitated PLCs:** Teachers will engage with content independently and participate in 12 PLC sessions, during which a trained facilitator will support teachers' continuous improvement cycles through collaborative discussion and reflective guidance.
- **Remote Coaching:** Teachers will engage with content independently and participate in 12 individualized remote coaching sessions. In this model, the coach leads the improvement cycle through goal setting, action planning, and documenting teacher progress. A total of 440 teachers will be randomized across the four-year intervention, which will measure impacts on both teaching quality and student outcomes.

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