



## **Goal 1 and 2: CLI, mClass, and Renaissance End of the Year Update**

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## 2021-22 CLI Engage



Administered  
in PreK and  
HeadStart

Assesses  
math and  
reading skills  
and social-  
emotional  
measures  
three times  
per year

Administered  
1-on-1 with  
the teacher

# CLI Engage End of Year Results

## Percent of Students at the Benchmark During the Beginning and End of Year

CLI Engage Component	BOY (Fall)	EOY (Spring)	Difference
Rapid Letter Naming	41%	77%	+36%
Rapid Vocabulary	51%	67%	+16%
Phonological Awareness	60%	79%	+19%
Math	75%	84%	+9%
Social Emotional*	93%	81%	-8%
Early Writing*	85%	82%	-3%

# CLI Engage End of Year Results

## Percent of Students at the Benchmark During the Beginning and End of Year

	Pre-K (Tuition)				Pre-K (Non-Tuition)				Head Start		
CLI Engage Component	BOY	EOY	Diff		BOY	EOY	Diff		BOY	EOY	Diff
Rapid Letter Naming	63%	92%	+29%		42%	77%	+35%		25%	69%	+44%
Rapid Vocabulary	77%	91%	+14%		48%	59%	+11%		40%	70%	+30%
Phonological Awareness	83%	92%	+9%		69%	80%	+11%		32%	78%	+46%
Math	99%	98%	-1%		79%	83%	+4%		57%	83%	+26%
Social Emotional*	100%	94%	-6%		96%	81%	-15%		83%	78%	-5%
Early Writing*	100%	95%	-5%		88%	82%	-6%		76%	82%	+6%

\*Measures scored by the teacher based on a rubric

Only students in the district for BOY, MOY, and EOY 2022 are included.

# CLI Engage End of Year Results

## Percent of Students at the Benchmark During the Beginning and End of Year

	African American				Hispanic				White		
CLI Engage Component	BOY	EOY	Diff		BOY	EOY	Diff		BOY	EOY	Diff
Rapid Letter Naming	36%	68%	+32%		38%	78%	+40%		58%	86%	+28%
Rapid Vocabulary	45%	66%	+21%		46%	61%	+15%		78%	86%	+8%
Phonological Awareness	58%	68%	+10%		54%	83%	+29%		85%	87%	+2%
Math	69%	78%	+9%		73%	84%	+11%		96%	94%	-2%
Social Emotional*	89%	72%	-17%		84%	84%	-		97%	88%	-9%
Early Writing*	84%	78%	-6%		83%	81%	-2%		95%	96%	+1%

\*Measures scored by the teacher based on a rubric

Only students in the district for BOY, MOY, and EOY 2022 are included.

# 2021-22 Amplify mClass Results

## mClass Amplify

Kindergarten-2<sup>nd</sup> grade  
student reading skills  
assessed 1-on-1  
situation with the teacher  
three times per year

- 1) Are students growing?
- 2) How are students performing on the different reading skills?

## 2021-22 Amplify mClass Results (DIBELS)

Composite mClass cohort growth for all K-2<sup>nd</sup> grade students

Grade	Percent of Students $\geq$ Benchmark at BOY	Percent of Students $\geq$ Benchmark at EOY	Percent Change		Percent of Students with Average + Growth
Kindergarten	27%	61%	+34%		70%
1 <sup>st</sup> Grade	43%	59%	+16%		72%
2 <sup>nd</sup> Grade	41%	59%	+18%		72%

# 2021-22 Amplify mClass Results (DIBELS)

Percent of students at or above the benchmark  
by grade and demographics

	African American				Hispanic				White				Eco Dis		
Grade	BOY	EOY	Diff		BOY	EOY	Diff		BOY	EOY	Diff		BOY	EOY	Diff
K	28%	50%	+22%		18%	66%	+48%		41%	70%	+29%		23%	57%	+34%
1	35%	50%	+15%		40%	61%	+21%		58%	72%	+14%		38%	55%	+17%
2	29%	42%	+13%		41%	63%	+22%		58%	73%	+15%		37%	56%	+19%



## 2021-22 Amplify mClass Skills (DIBELS by Grade Level)

	Kindergarten				1 <sup>st</sup> Grade				2 <sup>nd</sup> Grade		
Reading Skill	BOY	EOY	Diff		BOY	EOY	Diff		BOY	EOY	Diff
Letter Names	27%	66%	+39%		42%	68%	+26%		-	-	-
Phonemic Awareness	32%	36%	+4%		39%	63%	+24%		-	-	-
Letter Sounds	19%	54%	+35%		42%	56%	+14%		40%	60%	+20%
Decoding	9%	55%	+46%		43%	61%	+18%		38%	63%	+25%
Word Reading	10%	52%	+42%		44%	53%	+9%		49%	57%	+8%
Reading Accuracy	-	-	-		36%	57%	+21%		44%	73%	+29%
Reading Fluency	-	-	-		-	-	-		41%	55%	+14%
Reading Comprehension	-	-	-		-	-	-		30%	46%	+16%

# 2021-22 Renaissance Results

## RENAISSANCE **Star** Assessments

Administered  
in K – 8<sup>th</sup>  
grade

Assesses  
math and  
reading  
content  
knowledge  
at least three  
times per  
year

Administered  
on computer  
in individual  
or group  
settings

Used to  
project  
STAAR  
proficiency  
and track  
HB3 goals

## 2021-22 Renaissance Results

### Passing (MASTERS CCR)

on grade level and needs little to no academic intervention

### Passing (MEETS CCR)

on grade level and needs short term targeted academic intervention

### Passing (APPROACHES CCR)

on grade level and likely to succeed with targeted academic intervention

### Not Passing (NOT MET CCR)

unlikely to succeed without significant academic intervention



# 2021-22 Renaissance Reading Results

	BOY (Fall)				EOY (Spring)		
Grade	Approaches	Meets	Masters		Approaches	Meets	Masters
Kindergarten	53%	30%	20%		66%	46%	36%
1 <sup>st</sup> Grade	67%	46%	32%		56%	35%	24%
2 <sup>nd</sup> Grade	44%	28%	18%		60%	35%	20%
3 <sup>rd</sup> Grade	54%	31%	18%		62%	36%	19%
4 <sup>th</sup> Grade	56%	32%	16%		56%	33%	15%
5 <sup>th</sup> Grade	64%	34%	17%		67%	35%	15%
6 <sup>th</sup> Grade	68%	40%	20%		61%	35%	16%
7 <sup>th</sup> Grade	68%	33%	14%		63%	32%	12%
8 <sup>th</sup> Grade	66%	31%	13%		61%	29%	12%

# 2021-22 Early Literacy Progress Monitoring

Renaissance will be used to evaluate progress measures 1.1, 1.2, and 1.3.

Grade	Time	District	African Amer.	Hispanic	White	Two or More	EcoDis	SpEd	EL
K	Target	65.0%	57.2%	58.2%	81.5%	71.3%	58.5%	49.2%	44.2%
K	EOY	66.0%	58.4%	65.0%	77.5%	66.7%	62.5%	46.3%	65.3%
1	Target	60.4%	51.3%	52.5%	79.7%	73.0%	53.2%	34.3%	45.0%
1	EOY	55.6%	43.4%	53.7%	71.8%	46.1%	50.8%	32.6%	55.4%
2	Target	63.2%	56.5%	57.1%	81.9%	75.4%	57.0%	36.5%	53.5%
2	EOY	60.4%	46.2%	56.8%	82.4%	69.2%	54.4%	38.6%	52.4%

# 2021-22 Renaissance Math Results

	BOY (Fall)				EOY (Spring)		
Grade	Approaches	Meets	Masters		Approaches	Meets	Masters
Kindergarten	45%	20%	8%		64%	52%	22%
1 <sup>st</sup> Grade	60%	30%	11%		71%	30%	11%
2 <sup>nd</sup> Grade	53%	25%	10%		60%	35%	17%
3 <sup>rd</sup> Grade	56%	28%	12%		65%	37%	17%
4 <sup>th</sup> Grade	54%	25%	10%		62%	33%	16%
5 <sup>th</sup> Grade	71%	36%	19%		70%	40%	19%
6 <sup>th</sup> Grade	72%	36%	14%		64%	32%	12%
7 <sup>th</sup> Grade	61%	33%	13%		58%	28%	13%
8 <sup>th</sup> Grade	49%	18%	5%		59%	26%	11%

# 2021-22 Early Numeracy Progress Monitoring

Renaissance will be used to evaluate progress measures 2.1, 2.2, and 2.3.

Grade	Time	District	African Amer.	Hispanic	White	Two or More	EcoDis	SpEd	EL
K	Target	63.8%	50.5%	60.9%	81.5%	72.3%	57.4%	45.6%	57.0%
K	EOY	64.0%	50.8%	66.3%	73.4%	62.5%	60.6%	51.5%	66.4%
1	Target	63.5%	50.8%	59.5%	82.1%	80.2%	57.1%	42.9%	56.9%
1	EOY	70.6%	55.5%	71.0%	83.7%	70.0%	67.0%	48.9%	72.0%
2	Target	63.2%	49.1%	61.5%	81.0%	79.7%	56.8%	37.7%	60.8%
2	EOY	59.6%	40.3%	60.1%	77.8%	71.0%	53.5%	31.9%	61.7%



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SUCCESSFUL STUDENT OUTCOMES

## **T-TESS/Walkthrough Evaluation Update**

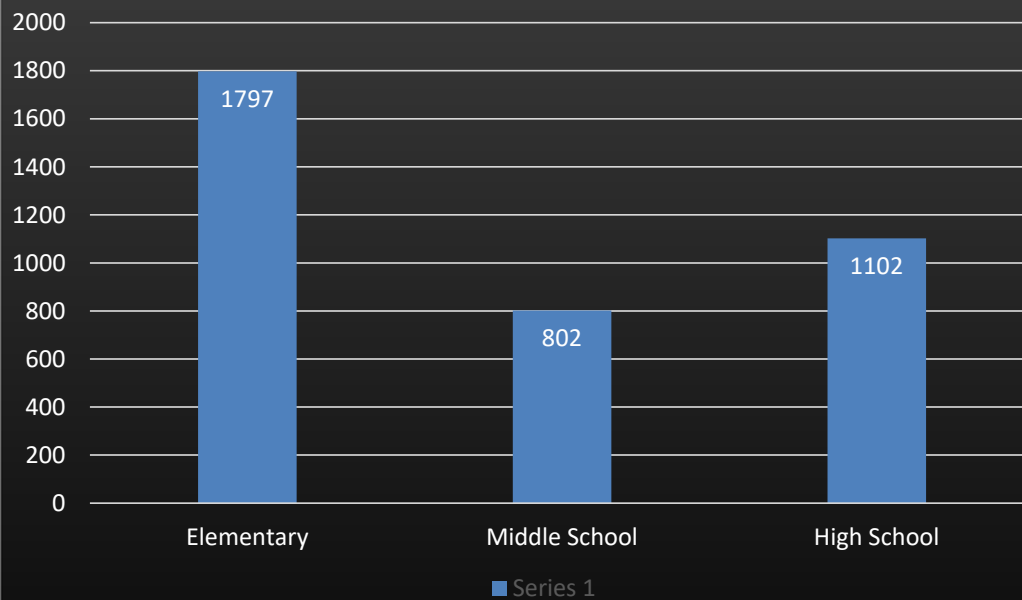
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# T-TESS Overview

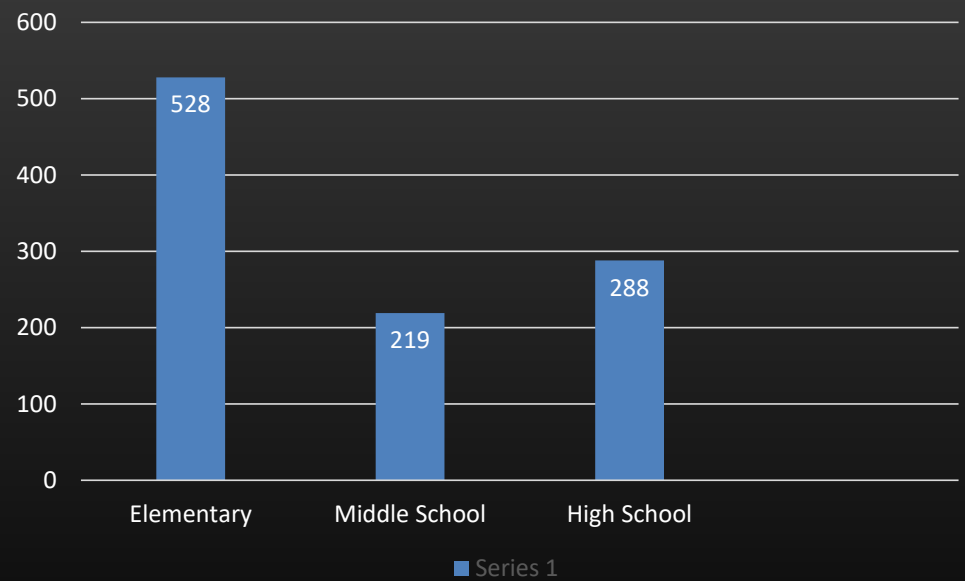
- T-TESS strives to capture the holistic nature of teaching – the idea that a constant feedback loop exists between teachers and students, and gauging the effectiveness of teachers requires a consistent focus on how students respond to their teacher's instructional practices
- Process that seeks to develop habits of Continuous Improvement (CI)
- T-TESS Components

# 2021-2022 T-TESS Data

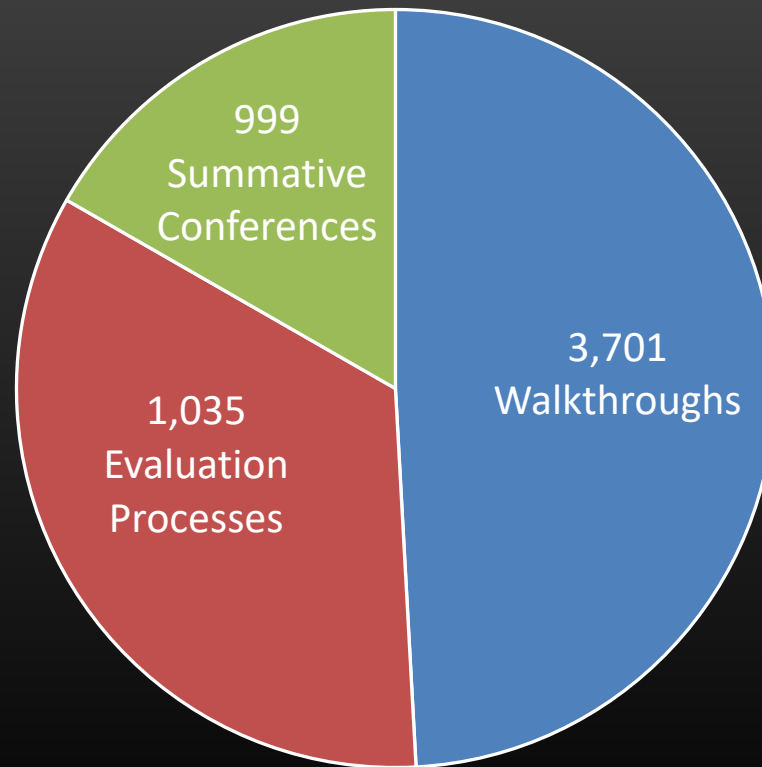
Walkthroughs



Observations



## 2020-21 District Total Walkthroughs and Evaluations



# Monitoring Walkthroughs and the Evaluation Processes

- Use of Walkthrough and observation data to determine professional development needs
- Planning for Coaching Cycles, Learning Walks, and Calibration Walks for the 2021-22 School year



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# Public Participation

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