



TX-KEA Vendor FAQ

Vendor Name: Children’s Learning Institute (CLI Engage)
Assessment(s) Name: Texas Kindergarten Entry Assessment (TX-KEA)

| Question | Answers |
|--|---|
| <p>What grades are covered?</p> | <p>Kindergarten (Language, Literacy, STEM, Social-Emotional, Executive Function, Academic Motor Skills) available in both Spanish and English</p> |
| <p>Is there a pre/post test?</p> | <p>Yes, for the purposes of TIA districts could use Pre/Post-test option 2. TIA Setting Expected Growth Targets Within Pre-test and Post-Test</p> |
| <p>What is CLI Engage Texas Kindergarten Entry Assessment (TX-KEA)?</p> | <p><i>Please note that beginning in Fall 2025, TX-KEA will be known as Circle Kindergarten Progress Monitoring.</i></p> <p>TX-KEA is a technology-driven tool that enables a teacher to assess a student’s progress in a particular skill area. This data collection prompts teachers to focus on lessons that target their students’ least developed skills. It provides flexibility in administration, including choice of measures and timing of assessments.</p> <p>TX-KEA has validated, age-based benchmarks and is designed to inform instruction throughout the school year. This unique assessment provides links in the small grouping tool to intervention lessons that target specific skills based on assessment results. TX-KEA provides multiple implementation options to school districts and charter schools in English and Spanish. The TX-KEA user guide provides information for these implementation options:</p> <ul style="list-style-type: none"> • One-time kindergarten entry assessment (BOY) • One-time literacy screener (BOY) • Three-wave kindergarten progress monitoring tool <p>The statewide literacy screener is a part of the BOY measures offered in TX-KEA to evaluate Emergent Literacy (Letter names), Emergent Writing (Spelling), and Language (Vocabulary).</p> <p>TX-KEA also offers a dyslexia screener found in Wave 3 (EOY), comprised of measures that directly align with the required skills outlined for dyslexia screening by TEA (letter-sound knowledge or letter naming fluency, and phonological awareness).</p> |

| | |
|---|--|
| <p>What was TX-KEA designed to do?</p> | <p>The purpose of student progress monitoring in early childhood is to measure a snapshot of student’s strengths at different time points in the year and use results to plan and set goals for instruction.</p> <p>LEAs can use student-level exports from CLI Engage to access raw scores for all students to assist with local decisions to monitor growth and incremental student progress. Note that determining why students’ skills improve in some areas (e.g., early literacy) is a complicated endeavor.</p> <p>When completed in a valid manner, TX-KEA measures can document meaningful gains in early academic skills for students who are enrolled in classes that provide targeted instruction. However, progress monitoring assessments are ill-equipped to provide stakeholders with information about how to value the contribution of the classroom/teacher, family, and maturation of the child.</p> <p>TX-KEA is best used in conjunction with additional classroom data points to develop a clear understanding of each child’s skill development.</p> |
| <p>How can I use TX-KEA?</p> | <p>During assessment development, the authors worked to ensure that LEAs and teachers could use the Student Summary Report and Student Growth Report to review student growth in key early academic skills and plan meaningful instruction that could be tailored to a child’s needs. Specifically, TX-KEA directly informs instructional decision-making using small group and individual lesson planning tools. TX-KEA is aligned to the Texas Essential Knowledge and Skills (TEKS).</p> |
| <p>Does TX-KEA provide expected growth targets for students?</p> | <p>No. Districts could set their own growth targets and determine whether expected growth was met based on the Texas Kindergarten Entry Assessment (TX-KEA) scores from Wave 1 to Wave 3.</p> |
| <p>How can districts use TX-KEA to determine end-of-year student growth for purposes of TIA?</p> | <p>Method A: Moving up a band or remaining on track.</p> <p>Method B: Create a composite score of the three subtests that make up the literacy screener (Vocabulary, Letter Names, Spelling) at the beginning of the year, and compare it to end-of-year scores on these same three subtests.</p> <p>Link to TIA’s TX-KEA guidance on setting growth targets</p> <p>For the purposes of TIA districts could use option 2 with 3rd party pre-test with district set growth targets and a 3rd party post-test.</p> |

What types of data reporting capabilities are included with TX-KEA?

Viewing reports provide evidence of students' learning for teachers to adjust ongoing instruction. CLI Engage data reporting features provide snapshots of student skill levels at the individual, group, class, school, and district levels.

- The **Completion Report** tracks the completion of selected assessments.
- The **Growth Report** allows users to view their student's growth over time.
- The **Summary Reports** allows users to view student performance across all domains.
- The **Parent Report** informs families of assessment results and connects them to activities that enable them to support their children at home.
- The **Small Group Report** groups students with scores below age-related benchmarks and recommends interventions and provides lesson plans for further skill development.

[CLI Engage Accessing Reports](#)

For more information on this resource please refer to the vendor website and reach out to a representative.

Vendor Website: [TX-KEA Toolkit](#)

Vendor Contact: CLI Engage, cliengage@uth.tmc.edu

For more information on the Teacher Incentive Allotment, please visit the [Teacher Incentive Allotment website](#).