

Executive Summary
Prepared for Board of Trustees Meeting
January 12, 2021
Early Literacy Inventory-Spanish Early Literacy Inventory

- Board Goal: II. Teaching & Learning...** In pursuit of excellence the district will
- a. Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessment that supports all students
 - f. Advocate and practice true accountability based on measurement of individual student progress over time regardless of external mandates

Purpose of Report

The purpose of this report is to provide the 2019-2020 assessments results:

- Early Literacy Inventory (ELI) and Spanish Early Literacy Inventory (SELI) for Kindergarten, First and Second Grade students.

Objectives

ELI/SELI

- All Kindergarten, First and Second grade students will progress in their literacy skills and be on level by the end of the year.

Results

○ **Early Literacy Inventory**

The attached report highlights that **88%** of the kindergarten students, **86%** of the first graders and **85%** of the second graders were **Stage 2-3 (Developing / Meets Standard)** at the end of January 2020. The outcomes show the children were on track to meet or exceed the performance goals on all the literacy measures. End-of-Year ELI assessments were not administered due to school closure.

○ **Spanish Early Literacy Inventory**

The attached report highlights that **78%** of the bilingual kindergarten students, **92%** of the first graders and **88%** of the second graders were **Stage 2-3 (Developing / Meets Standard)** at the end of January 2020. The outcomes show the children were on track to meet or exceed the performance goals on all the literacy measures. End-of-Year SELI assessments were not administered due to school closure.

Performance Goals:

- To decrease the district *Overall At-Risk / Beginning* average of Kindergarten, First and Second Grade students to fewer than 10% on the ELI by May 2021.
- To decrease the district *Overall At-Risk / Beginning* average of Kindergarten, First and Second Grade students to fewer than 10% on the SELI by May 2021.

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Actions

Kindergarten-

- Utilize the Reading Recovery/Descubriendo la Lectura (DLL) team to work with kindergarten teachers on Title 1/non-Title campuses on comprehensive literacy instructional strategies.
- Identify struggling kindergarten students for small group literacy intervention to be served by Reading Recovery/DLL teachers.
- Support the implementation of *Lucy Calkins Units of Study in Phonics, Reading and Writing*.

First Grade-

- Continue the identification of struggling first grade students for entry into the Reading Recovery/DLL intervention to ensure the most at-risk students are receiving the intervention.
- Identify struggling first grade students for small group literacy intervention to be served by Reading Recovery/DLL teachers.
- Utilize the Reading Recovery/DLL team to work with first grade teachers on Title 1/non-Title campuses on comprehensive literacy instructional strategies.
- Support the implementation of *Lucy Calkins Units of Study in Phonics, Reading and Writing*.

Second Grade-

- Identify struggling Second grade students for small group literacy intervention to be served by Reading Recovery/DLL teachers.
- Utilize the Reading Recovery/DLL team to work with second grade teachers on Title 1/non-Title campuses on comprehensive literacy instructional strategies.
- Support the implementation of *Lucy Calkins Units of Study in Phonics, Reading and Writing*.