

Memo

To: Dr. Michael Robey
From: Valarie M. Watkins
CC: Board Of Education
Date: February 8, 2013
Re: ISEL Update (Mid-Year Data)

Rationale: The Mid-Year ISEL Data gives up an update of the progress that K-2 students have made since the Fall Assessment in August.

Update on Background: The Illinois Snapshot of Early Literacy (ISEL) was administered to the K-2 students at the mid-year (MOY) January 9 thru January 25, 2013. This assessment was the post-test from the Fall assessment. Attached are the results of the MOY assessment

Results: As you notice the students in K-2 showed substantial growth in all snapshots. Most of the students were at the 50th Percentile or higher. This is the expected growth on the ISEL assessment at this time.

The strengths appear to be:

- **Kindergarten**- Alphabet Recognition, Phonemic Awareness and Letter Sounds
- **1st Grade** – Phonemic Awareness, Letter Sounds, Developmental Spelling and Word Recognition
- **2nd Grade**-Spelling, Word Recognition, Comprehension, and Oral Accuracy

These areas of strength are noted in the graph as well as the table. The K-2 teachers have noted that while the test takes a while to administer, the results give a more detailed picture of what the students know as well as areas of weakness. Also, the teachers believe the ISEL will mirror the rigor and alignment of the Common Core Standards.

Reflections: The ISEL Assessment will be administered in the Spring (EOY) (May 1st to May 15th) to show the growth students in K-2 will have made for the 2012-2013 school year.

This assessment has given teachers an opportunity to progress monitor their students by regularly administering running records and progress monitoring with the PRI to determine the student actual reading level.

Based upon the trends students have shown, we anticipate continued growth during our Spring Assessment. The teacher's believe that the ISEL is beneficial and helps them to understand their students' strengths and weaknesses in Early Literacy. It also provides interventions and ways that teachers can differentiate lessons based on their student's need.