Bilingual K-2nd Grade
Needs Assessment

Spanish Early Literacy Inventory (SELI) & Early Literacy Inventory (ELI) Assessment Program Status

Growth of K-2 District Average from 2007-2008 First SELI & ELI Administration to 2007-2008 End of Year Administration:

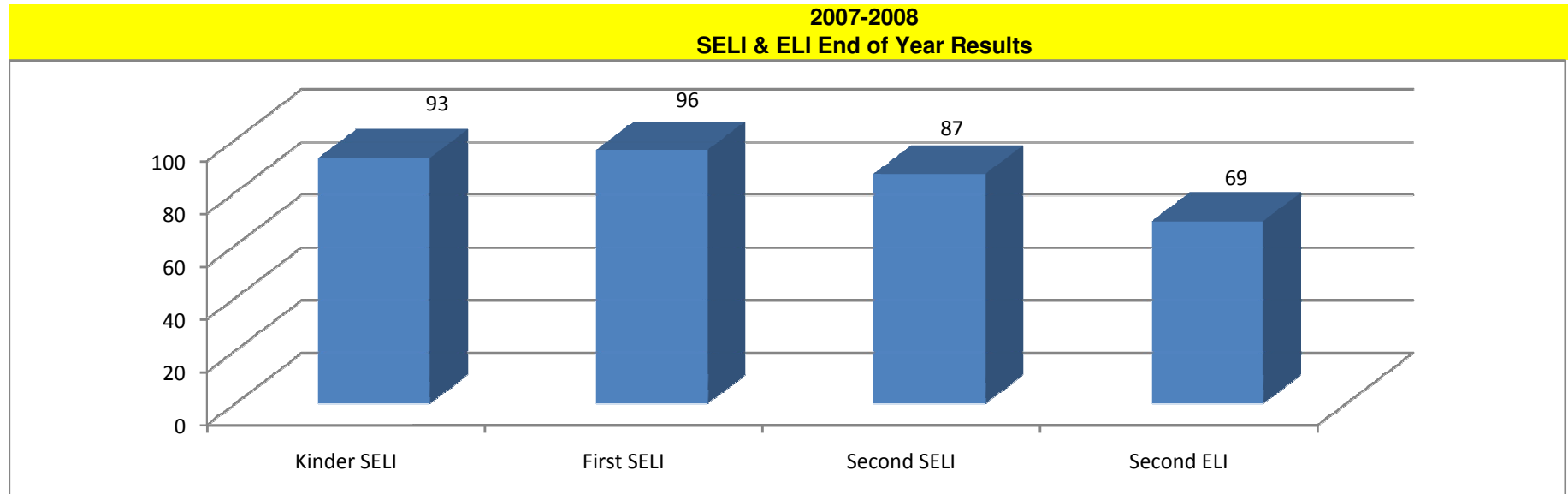Stage 1=At Risk   Stage 2=Progressing   Stage 3 = On Level

Kindergarten SELI	Beginning of Year	Middle of Year	End of Year	Possible Score
Letter Identification	N/A	45/Stage 2	55/Stage 3	61
Letter Sounds	N/A	26/Stage 3	29/Stage 3	30
Word List	N/A	6/Stage 2	9/Stage 3	10
Concepts About Print	N/A	6 Stage 2	8/Stage 2	9
Phonological Awareness	N/A	3Tasks/Stage 2	4 Tasks/Stage 3	5 Tasks/Stage 3
Dictation	N/A	16/Stage 3	21/Stage 2	25/Stage 3
Text Level	N/A	2B/Stage 3	4D/Stage 3	4D/Stage 3
% of Students on Overall Stage 2 (Progressing) & Stage 3 (On Level)			93%	100%

First Grade SELI	Beginning of Year	Middle of Year	End of Year	Possible Score
Letter Identification	51/Stage 2	57/Stage 2	59/Stage 2	61
Letter Sounds	30/Stage 3	30/Stage 3	30/Stage 3	30
Word List	8/Stage 2	13/Stage 3	14/Stage 3	15
Phonological Awareness	2 Tasks/Stage 1	4 Tasks/Stage 2	4 Tasks/Stage 2	5 Tasks/Stage 3
Dictation	32/Stage 3	36/Stage 3	37/Stage 3	39/Stage 3
Text Level	6E/Stage 3	11G/Stage 3	20K/Stage 3	18J/Stage 3
% of Students on Overall Stage 2 (Progressing) & Stage 3 (On Level)			96%	100%

Second Grade SELI	Beginning of Year		End of Year	Possible Score
Word List	17/Stage 2	18/Stage 2	19/Stage 2	20
Dictation	43/Stage 2	45/Stage 3	45/Stage 3	47
Text Level	17 I/Stage 2	23 K/Stage 2	28M/Stage 2	30N/Stage 3
Fluency	65/Stage 3	75/Stage 2	91/Stage 3	90 or above
% of Students on Overall Stage 2 (Progressing) & Stage 3 (On Level)			87%	100%

Second Grade ELI	Beginning of Year	Middle of Year	End of Year	Possible Score
Word List	10.5/Stage 1	13.2/Stage 1	16.3/Stage 1	20
Dictation	31.7/Stage 1	34.9/Stage 1	39.3/Stage 1	46
Text Level	7.4 D/Stage 1	11.4 G/Stage 1	23 K/Stage 2	30N/Stage 3
Fluency	65.9/Stage 3	70.4/Stage 2	89/Stage 2	90 or above
% of Students on Overall Stage 2 (Progressing) & Stage 3 (On Level)			69%	100%

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2007-2008
SELI & ELI End of Year Results

Bar chart: Kinder SELI = 93, First SELI = 96, Second SELI = 87, Second ELI = 69

Strengthen Second Grade Biliteracy:
- Stronger Spanish writing program will positively impact text reading development in both languages.
- Focus on phrasing and fluency through reading with inflection and parsing through professional development and continual collaboration between second grade and DLL (Descubriendo la Lectura) teachers.
- Infuse cross-language connections and strategic use of the language through English and Spanish literacy development.

Strengthen Kindergarten and First Grade Phonemic Awareness and Guided & Shared Reading Instruction:
- Provide classroom support, through Bilingual/ESL Coordinators, in phonological awareness through various balanced literacy activities (reading, writing, and oral language) and continue the collaboration between Bilingual and DLL teachers.
- Provide oracy objectives in Spanish and English during oral language literacy activities.

Program Strengths Assessment :

Grades Kindergarten- Second Grade:
- On the 2007-2008 End of Year SELI results, the percent of students scoring at Stage 2/3 (progressing/on-level) is above 87%.
- The End of Year ELI results show 69% of our Second Grade bilingual students are at a Progressing /On-Level stage in English.

Assessment Program Commitments:
- Provide on-going classroom support to implement Literacy Squared® to strengthen the balance of English and Spanish reading instruction
- Continue to introduce English reading instruction starting in kindergarten through Literacy Squared® to facilitate the increase of the ELI results while maintaing the Spanish literacy.
- Provide classroom support for teachers through DLL teachers and coordinators.
- Continue to determine funding sources for providing additional Spanish reading texts for all bilingual campuses.
- Increase use of SELI/ELI data for instructional decision-making at the campus-level through focused-study groups composed of teachers, collaborating with DLL teachers and coordinators.
- Provide learning opportunities to implement Dual Language to produce bilingual, biliterate and bicultural students.

SELI/ ELI