

2008-2009 Early Literacy Inventory (ELI)

Early Literacy Inventory (ELI) Assessment Program Status:

Growth of K-2 District Average from 2008-2009 Beginning-of-Year ELI Administration to 2008-2009 End-of-Year Administration:

Kindergarten: Beginning of the Year (BOY)

Stage 1=At-Risk

Stage 2=Progressing

Stage 3=On-Level

KDG BOY ELI	Letter ID		Letter Sounds		Word List		Concepts about Print		Phonological Awareness		Independent Writing Sample		Reading Level #		% of Students on Overall Stage 2 or 3
	Score /54	Stage	Score /26	Stage	Score /10	Stage	Score /9	Stage	Score /5	Stage	Score /5	Stage	Score	Stage	
District Average	38	3	14	3	-----	-----	5	3	2	2	-----	-----	4/D	3	82%

Kindergarten: End of the Year (EOY) Stage 1=At-Risk

Stage 2=Progressing

Stage 3=On-Level

EOY ELI	Letter ID		Letter Sounds		Word List		Concepts about Print		Phonological Awareness		Independent Writing Sample		Reading Level #		% of Students on Overall Stage 2 or 3
	Score /54	Stage	Score /26	Stage	Score /10	Stage	Score /9	Stage	Score /5	Stage	Score /5	Stage	Score	Stage	
District Average	53	3	25	3	9	3	9	3	5	3	3	3	4/D	3	96%

2008-2009 Early Literacy Inventory (ELI)

Early Literacy Inventory (ELI) Assessment Program Status:

Growth of K-2 District Average from 2008-2009 Beginning-of-Year ELI Administration to 2008-2009 End-of-Year Administration:

First Grade: Beginning of the Year (BOY)

Stage 1=At-Risk

Stage 2=Progressing

Stage 3=On-Level

	Letter ID		Letter Sounds		Word List		Phonological Awareness		Dictation		Reading Level #	Fluency (Text Level E or above)	% of Students on Overall Stage 2 or 3	
	Score /54	Stage	Score /26	Stage	Score /15	Stage	Score /8	Stage	Score /36	Stage	Score	Score 40+/wpm		Stage
District Average	52	3	24	3	12	3	5	3	29	3	E/6	64	3	90%

First Grade: End of the Year (EOY)

Stage 1=At-Risk

Stage 2=Progressing

Stage 3=On-Level

	Letter ID		Letter Sounds		Word List		Phonological Awareness		Dictation		Reading Level #	Fluency (Text Level E or above)	% of Students on Overall Stage 2 or 3	
	Score /54	Stage	Score /26	Stage	Score /15	Stage	Score /8	Stage	Score /38	Stage	Score	Score 60+/wpm		Stage
District Average	54	3	26	3	14	3	8	3	36	2	K/20	83	3	94%

2008-2009 Early Literacy Inventory (ELI)

Early Literacy Inventory (ELI) Assessment Program Status:

Growth of K-2 District Average from 2008-2009 Beginning-of-Year ELI Administration to 2008-2009 End-of-Year Administration:

Second Grade: Beginning of the Year (BOY)

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

Second Grade BOY ELI	Word Lists		Dictation		Reading Level #	Fluency (Text Level E or above)	Stage	% of Students on Overall Stage 2 or 3
	Score /20	Stage	Score /47	Stage				
District Average	17	3	41	2	K/20	85	3	85%

Second Grade: End of the Year (EOY)

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

Second Grade EOY ELI	Word Lists		Dictation		Reading Level #	Fluency (Text Level E or above)	Stage	% of Students on Overall Stage 2 or 3
	Score /20	Stage	Score /47	Stage				
District Average	18	2	43	2	N/30	99	3	89%

Early Literacy Inventory (ELI) Data and Needs Assessment Summary 2008-2009

Performance need:

- The district average for the Dictation task for First Grade is Stage 2-Progressing.
- The district average for the Word List and the Dictation tasks for Second Grade are Stage 2-Progressing.

Performance goals and actions:

- **To increase the first and second grade district average for the Dictation and Word List tasks from Stage 2 (Progressing) to Stage 3 (On-Level) by May 2010.**
 - Provide and participate in a Training of Trainers for the *Thinking Maps* writing program, *Write...from the Beginning* in November 2009 and January 2010.
 - Support *Write...from the Beginning (WFTB)* district-wide implementation by conducting follow-up sessions for campus trainers and teachers, aligning Language Arts Scope and Sequence to WFTB and develop assessment tool for principals to monitor campus implementation.
 - Conduct 6 Continuing Contact professional development sessions with Reading Recovery Specialists (K-2 Reading Intervention) focused on writing instruction for the struggling writer.
 - Provide the SALSA and LASSO III professional development series with two sessions focused on writing nonfiction text structures within the content areas of science and social studies.

Performance need:

- **To remain a reliable, valid and informative literacy assessment, the ELI format and materials need revision and updating.**

Performance goals and actions:

- In order to enhance the district K-2 literacy assessment program, develop a district-wide team to oversee implementation, revision and material needs of the ELI/SELI by fall 2010.
 - Conduct district-wide survey to determine current status of ELI/SELI implementation and future needs
 - Revise ELI/SELI to reflect 2009-2010 English/Spanish Language Arts and Reading TEKS
 - Review ELI/SELI Text Reading Task for second grade to determine further assessment measures for reading comprehension development