

Executive Summary
Prepared for Board of Trustees Meeting
December 13, 2016
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 following 2015-2016 assessments results:

- Early Literacy Inventory (ELI) and Spanish Early Literacy Inventory (SELI) Assessment Program Status for Kindergarten-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

ELI/SELI

○ **Early Literacy Inventory**

The attached report highlights that **93%** of the kindergarten students, **91%** of the first graders and **91%** of the second graders were **Stage 2-3 (Progressing / On- Level)** by the end of the year. The outcomes also show significant growth in all the literacy measures.

○ **Spanish Early Literacy Inventory**

The attached report highlights that **92%** of the bilingual kindergarten students, **90%** of the first graders and **89%** of the second graders were **Stage 2 -3 (Progressing / On-Level)** by the end of the year. The outcomes also show significant growth in all the literacy components.

Performance Goals: Kindergarten

- To decrease the district *Overall At-Risk* average of Kindergarten Students from 7% to 2% on the ELI by May 2017.
- To decrease the district *Overall At-Risk* average of Kindergarten Students from 8% to 3% on the SELI by May 2017.

Actions:

- Utilize the Reading Recovery/Descubriendo la Lectura (DLL) and Literacy Facilitator Team to work with kindergarten teachers on Title 1/non-Title campuses on comprehensive literacy instructional strategies through the Kindergarten Reading Cadre.
- Identify struggling kindergarten students for small group literacy intervention to be served by Reading Recovery/DLL teachers.

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- Continue the implementation of the professional development series for kindergarten teachers on the instructional strategies of CAFÉ-Comprehension, Accuracy, Fluency and Expanding Vocabulary.
- Continue the implementation of *Let's Talk About It* for oral language development.

Performance Goals: First Grade

- To decrease the district *Overall At-Risk* average of First Grade Students from 9% to 4% on the ELI by May 2017.
- To decrease the district *Overall At-Risk* average of First Grade Students from 10% to 5% on the SELI by May 2017.

Actions:

- Continue the identification of struggling first grade students for entry into the Reading Recovery/DLL intervention from school-based to district-wide to ensure the most at-risk students are receiving the intervention.
- Conduct at least 6 Continuing Contact professional development sessions with Reading Recovery/DLL Specialists (K-2 Reading Intervention) focusing on accelerating literacy acquisition for struggling first grade students.
- Increase coaching and problem-solving observations for Reading Recovery/DLL Specialists working with struggling readers to at least 4 (increase of 2 from previous year) observations annually.
- Utilize the Reading Recovery/DLL and Literacy Facilitator Team to work with first grade teachers on Title 1/non-Title campuses on comprehensive literacy instructional strategies through the First Grade Reading Cadre and Literacy Leaders.
- Continue the implementation of the professional development series for first grade teachers on the instructional strategies of CAFÉ-Comprehension, Accuracy, Fluency and Expanding Vocabulary.

Performance Goals: Second Grade

- To decrease the district *Overall At-Risk* average of Second Grade Students from 9% to 4% on the ELI by May 2017.
- To decrease the district *Overall At-Risk* average of Second Grade Students from 11% to 6% on the SELI by May 2017.

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Actions:

- Support the implementation of the professional development series for second grade teachers on the instructional strategies of CAFÉ-Comprehension, Accuracy, Fluency and Expanding Vocabulary.

- Utilize the Reading Recovery/DLL and Literacy Facilitator Team to work with second grade teachers on Title 1/non-Title campuses on comprehensive literacy instructional strategies through the Second Grade Writing Cadre and the Second Grade Reading Cadre.