

**Executive Summary**  
**Prepared for Board of Trustees Meeting**  
**December 9, 2014**  
**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 2013-2014 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 **94%** of the kindergarten students, **92%** of the first graders and **87%** 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 **89%** of the bilingual kindergarten students, **89%** of the first graders and **88%** 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 6% to 2% on the ELI by May 2015.
- To decrease the district *Overall At-Risk* average of Kindergarten Students from 12% to 8% on the SELI by May 2015.

**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 and the Kindergarten Writing Cadre.
- Identify struggling kindergarten students for small group literacy intervention to be served by Reading Recovery/DLL teachers.

**Executive Summary**  
**Prepared for Board of Trustees Meeting**  
**December 9, 2014**  
**Early Literacy Inventory-Spanish Early Literacy Inventory**

---

- 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 8% to 4% on the ELI by May 2015.
- To decrease the district *Overall At-Risk* average of First Grade Students from 11% to 6% on the SELI by May 2015.

**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 2 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 Teacher Reading Cadre (Year 1 and Year 3) and First Grade Teacher Writing Cadre (Year 2) and a Bilingual First Year Teacher Literacy Cadre (Year 1).
- 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 13% to 8% on the ELI by May 2015.
- To decrease the district *Overall At-Risk* average of Second Grade Students from 12% to 7% on the SELI by May 2015.

**Executive Summary**  
**Prepared for Board of Trustees Meeting**  
**December 10, 2013**  
**Early Literacy Inventory-Spanish Early Literacy Inventory**

---

**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 (Year 1) and Bilingual First Year Teacher Literacy Cadre (Year 1).
- Monitor implementation of revisions made to the ELI / SELI Text Reading Task for second grade as it increases the rigor on measures for reading comprehension to support STAAR Reading assessment goals.

**Attachments:**

**Attachment 2**

Growth of Kindergarten 2013-2014 ELI Beginning and End of Year administration by ELI Literacy Tasks

**Attachment 3**

Growth of First Grade 2013-2014 ELI Beginning and End of Year administration by ELI Literacy Tasks

**Attachment 4**

Growth of Second Grade 2013-2014 ELI Beginning and End of Year administration by ELI Literacy Tasks

**Attachment 5**

Growth of Kindergarten 2013-2014 SELI Beginning and End of Year administration by SELI Literacy Tasks

**Attachment 6**

Growth of First Grade 2013-2014 SELI Beginning and End of Year administration by SELI Literacy Tasks

**Attachment 7**

Growth of Second Grade 2013-2014 SELI Beginning and End of Year administration by SELI Literacy Tasks

**Attachment 8 (Tabs: ELI, SELI, and Graphs)**

Growth of Kindergarten-2nd Grade students for the 2013-2014 ELI-SELI Beginning, Middle and End of Year administration by Student Populations