

**2007-2008 Early Literacy Inventory (ELI)
Data and Needs Assessment Summary**

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

Stage 1=At-Risk

Stage 2=Progressing

Stage 3=On-Level

Kindergarten	Beginning of Year	End of Year	Possible Score
Letter Identification	36/ Stage 3	53 / Stage 3	54
Letter Sounds	13/ Stage 2	25 / Stage 3	26
Word List	----	9 / Stage 3	10
Concepts About Print	5/ Stage 3	9 / Stage 3	9
Phonological Awareness	2/Stage 2	5/Stage 3	5
Writing Sample	----	Model 3 / Stage 3	Model 5
Text Level	----	4D / Stage 3	4D
% of Students on Overall Stage 2 or 3		94%	

First Grade	Beginning of Year	End of Year	Possible Score
Letter Identification	52 / Stage 3	54 / Stage 3	54
Letter Sounds	24 / Stage 3	26 / Stage 3	26
Word List	11 / Stage 3	14 / Stage 3	15
Phonological Awareness	4/Stage 2	8/Stage 3	8
Dictation	28 / Stage 2	36 / Stage 2	38
Text Level	4D / Stage 3	16I / Stage 2	18/J
Fluency	----	80/Stage 3	60 or above
% of Students on Overall Stage 2 or 3		95%	

Second Grade	Beginning of Year	End of Year	Possible Score
Word List	17 / Stage 2	18 / Stage 2	20
Dictation	40 / Stage 2	43 / Stage 2	46
Text Level	16I / Stage 2	24L / Stage 2	30N
Fluency	80 / Stage 3	94 / Stage 3	90 or above
% of Students on Overall Stage 2 or 3		87%	

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2007-2008 ELI Implementation Review:

- First year of kindergarten assessment at beginning-of-year:
 - Letter Identification , Letter Sounds, Phonological Awareness, Concepts about Print
- Fluency assessment (wpm) at DRA Text Level E8 for kindergarten, first and second grade
- Phonological awareness tasks for first grade from 4 tasks to 8 adjusted according to teacher input.
- Full implementation of text level ceilings (K-2)
- Greater alignment of text level accuracy, comprehension and fluency (wpm) for kindergarten, first and second grade.

2007-2008 ELI Needs Assessment:

- **Strengthen Writing Development in Kindergarten/First Grade/Second Grade**
 - Stronger writing program will positively impact phonemic awareness/phonics development (letter, letter sound, and word identification knowledge), dictation task and text reading.
 - Provide classroom support through Curriculum Coordinators and ISTs
 - Continue to offer writing professional development in Summer Institute
- **Strengthen Reading Development-Comprehension, Fluency, Vocabulary**
 - Provide district staff development series:
 - Shared/Guided Reading for Kindergarten, First and Second Teachers
 - Reading using Nonfiction Texts
 - SALSA and LASSO
 - Provide classroom support through Curriculum Coordinators and ISTs
 - Continue to provide reading professional development in Summer Institute

2008-2009 ELI Assessment Administration and Data Keeping Commitments:

- Provide annual ELI updates and training conducted by the campus Reading Recovery/DLL team
- Provide district level ELI training
- Provide annual updates and training on using Running Records as an assessment tool
- Increase use of ELI data for instructional decision-making at the campus-level through focused-study groups:
 - Campus Improvement Plans-Wildly Important Goals (WIGS)
 - Literacy Teams
 - Professional Learning Communities (PLC)
- Explore possible funding sources for providing substitutes to assist K-2 classroom teachers with ELI assessment administration.
- Explore possible methods to assist teachers with timely administration.