

**Executive Summary**  
**Prepared for Board of Trustees Meeting**  
**January 11, 2011**  
**ELI Report**

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- 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 results of the fall 2009 and spring 2010 Early Literacy Inventory (ELI) Assessment Program Status for Kindergarten-Second Grade students.

**Objectives**

Kindergarten, First and Second grade students will progress in their literacy skills and be on level by the end of the year.

**Results**

The attached report provides evidence of growth for Kindergarten, First and Second Grade Students in a variety of literacy measures, as well as, performance strengths, needs and identified goals and actions.

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Attachment 1- **Growth of Kindergarten-2<sup>nd</sup> Grade students for the 2009-2010 ELI fall to spring 2010 Administration**

## Early Literacy Inventory (ELI)

### Data and Needs Assessment Summary

#### Early Literacy Inventory (ELI) Assessment Program Status:

Growth of K-2 District Average from 2009-2010 Beginning-of-Year ELI Administration to 2009-2010 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 #		Overall Stage At Risk
	Score 54	Stage	Score 26	Stage	Score 10	Stage	Score 9	Stage	Score 5	Stage	Score 5	Stage	Score	Stage	
District Average	39	3	15	2	-----	-----	5	3	3	2	-----	-----	-----	-----	18%

#### Kindergarten: End of the Year (EOY)

Stage 1=At-Risk

Stage 2=Progressing

Stage 3=On-Level

KDG EOY ELI	Letter ID		Letter Sounds		Word List		Concepts about Print		Phonological Awareness		Independent Writing Sample		Reading Level #		Overall Stage At Risk
	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	6%

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

**Early Literacy Inventory (ELI) Assessment Program Status:**

**Growth of K-2 District Average from 2009-2010 Beginning-of-Year ELI Administration to 2009-2010 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)	Overall Stage At Risk	
	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	2	31	3	E/6	64	3	10%

**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)	Overall Stage At Risk	
	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	3	K/20	86	3	6%

## Early Literacy Inventory (ELI)

### Data and Needs Assessment Summary

#### Early Literacy Inventory (ELI) Assessment Program Status:

**Growth of K-2 District Average from 2009-2010 Beginning-of-Year ELI Administration to 2009-2010 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)	Overall Stage At Risk	
	Score 20	Stage	Score 47	Stage	Score	Score 60+/wpm		
District Average	18	3	42	3	J/18	85	3	12%

#### 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)	Overall Stage At Risk	
	Score 20	Stage	Score 47	Stage	Score	Score 90+/wpm		
District Average	19	3	44	3	N/30	102	3	9%

## Early Literacy Inventory (ELI) Data and Needs Assessment Summary 2009-2010

### Performance need:

- **To increase the district text reading level average of struggling kindergarten, first and second grade students from Stage 1 (At-risk) to Stage 3 (On-Level) by May 2011.**

### Performance goals and actions:

- Conduct 6 Continuing Contact professional development sessions with Reading Recovery Specialists (K-2 Reading Intervention) focusing on accelerating literacy acquisition for struggling K-2 students.
- Increase coaching and problem-solving observations for Reading Recovery Specialists working with struggling readers to at least 2 annually.
- Provide professional development for K-5 Reading Intervention teachers with Pat Johnson, literacy consultant and author of, Catching Readers before They Fall.
- Provide professional development for new DISD teachers on the instructional framework of *Workshop* to enhance implementation of Reader's Workshop.
- Provide professional development series for primary grade teachers on the instructional strategies of CAFÉ- Comprehension, Accuracy, Fluency and Expanding Vocabulary.
- Provide the SALSA and LASSO III professional development series with two sessions focused on reading comprehension strategies for nonfiction text structures.
- Increase the reading-writing connection by supporting *Write...from the Beginning (WFTB)* district-wide implementation by conducting follow-up sessions for campus trainers and teachers, aligning Language Arts Scope and Sequence and ELI/SELI to WFTB and develop assessment tool for principals to monitor campus implementation.

### Performance need:

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

### Performance goals and actions:

- Utilize Eduphoria AWARE for district-wide data entry, retrieval and storage

- Data entry on AWARE began fall 2010 for Beginning-of-Year ELI/SELI
- 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
  - Revisions were made summer 2010 by grade level representatives from the district Elementary Leadership Team
- Review ELI/SELI Text Reading Task for second grade to determine further assessment measures for reading comprehension development