_____

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 2012-2013 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 **95%** of the kindergarten students, **91%** of the first graders and **90%**
  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 **87%** of the bilingual kindergarten students, **91%** 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
    o To decrease the district *Overall At-Risk* average of Kindergarten Students from
      5% to 2% on the ELI by May 2014.

    o To decrease the district *Overall At-Risk* average of Kindergarten Students from
      13% to 10% on the SELI by May 2014.

  Actions:
    o 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 Teacher
      Literacy Cadre.

    o Identify struggling kindergarten students for small group literacy intervention to be
      served by Reading Recovery/DLL teachers.

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

Performance Goals: First Grade

o To decrease the district *Overall At-Risk* average of First Grade Students from 9% to 4% on the ELI by May 2014.

o To decrease the district *Overall At-Risk* average of First Grade Students from 9% to 4% on the SELI by May 2014.

Actions:

o 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.

o 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 First Grade Teacher Writing Cadre (Year 2).

o 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.

o Increase coaching and problem-solving observations for Reading Recovery/DLL Specialists working with struggling readers to at least 2 observations annually.

o Support 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

o To decrease the district *Overall At-Risk* average of Second Grade Students from10% to 5% on the ELI by May 2014.

o To decrease the district *Overall At-Risk* average of Second Grade Students from 11% to 6% on the SELI by May 2014.

Actions:

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

- o 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.

- o 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 development of a Second Grade Teacher Literacy Cadre.

Attachments:

Attachment 2
Growth of Kindergarten 2012-2013 ELI Beginning and End of Year administration by ELI Literacy Tasks

Attachment 3
Growth of First Grade 2012-2013 ELI Beginning and End of Year administration by ELI Literacy Tasks

Attachment 4
Growth of Second Grade 2012-2013 ELI Beginning and End of Year administration by ELI Literacy Tasks

Attachment 5
Growth of Kindergarten 2012-2013 SELI Beginning and End of Year administration by SELI Literacy Tasks

Attachment 6
Growth of First Grade 2012-2013 SELI Beginning and End of Year administration by SELI Literacy Tasks

Attachment 7
Growth of Second Grade 2012-2013 SELI Beginning and End of Year administration by SELI Literacy Tasks

Attachment 8 (a-c)
Growth of Kindergarten-2nd Grade students for the 2012-2013 ELI Beginning, Middle and End of Year administration by Student Populations

Attachment 9 (a-c)
Growth of Kindergarten-2nd Grade students for the 2012-2013 SELI Beginning, Middle and End of Year administration by Student Populations

Early Literacy Inventory (ELI)

Assessment Summary

Early Literacy Inventory (ELI) Assessment Program Status:

Growth of K-2 District Average from 2012 Beginning-of-Year Administration to 2013 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		Reading Level		Overall Stage At Risk
	Score 54	Stage	Score 26	Stage	Score	Stage	Score 8	Stage	Score 6	Stage	Score	Stage	
District Average	39	3	15	3	■	■	6	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		Reading Level		Dictation		Writing		Overall Stage At Risk
	Score 54	Stage	Score 26	Stage	Score 25	Stage	Score 10	Stage	Score 5	Stage	Score	Stage	Score 27	Stage	Score 6	Stage	
District Average	53	3	25	3	23	3	10	3	5	3	D	3	24	3	5	3	5%

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Early Literacy Inventory (ELI)

Assessment Summary

Early Literacy Inventory (ELI) Assessment Program Status:

Growth of K-2 District Average from 2012 Beginning-of-Year Administration to 2013 End-of-Year Administration:

First Grade: Beginning of the Year (BOY)

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

First Grade BOY ELI	Letter ID		Letter Sounds		Word List		Phonological Awareness		Dictation		Reading Level		Overall Stage At Risk
	Score 54	Stage	Score 26	Stage	Score 25	Stage	Score 8	Stage	Score 36	Stage	Score	Stage	12%
District Average	52	3	24	3	18	3	5	3	31	3	D	3	

First Grade: End of the Year (EOY)

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

First Grade EOY ELI	Letter ID		Letter Sounds		Word List		Phonological Awareness		Dictation		Writing		Reading		Overall Stage At-Risk
	Score 54	Stage	Score 26	Stage	Score 50	Stage	Score 8	Stage	Score 38	Stage	Score 20	Stg.	Score	Stage	
District Average	54	3	26	3	48	3	8	3	36	3	16	3	J	3	9%

Early Literacy Inventory (ELI)

Assessment Summary

Early Literacy Inventory (ELI) Assessment Program Status:

Growth of K-2 District Average from 2012 Beginning-of-Year Administration to 2013 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		Reading Level		Overall Stage At Risk
	Score 40	Stage	Score	Stage	17%
District Average	33	3	J	3	

Second Grade: End of the Year (EOY)

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

Second Grade EOY ELI	Word Lists		Reading Level		Writing		Overall Stage At-Risk
	Score 40	Stage	Score	Stage	Score	Stage	10%
District Average	38	3	N	3	15	2	

Spanish Early Literacy Inventory (SELI)

Assessment Summary

Spanish Early Literacy Inventory (SELI) Assessment Program Status:

Growth of K-2 District Average from 2012 Beginning-of-Year Administration to 2013 End-of-Year Administration:

Kindergarten: Beginning of the Year (BOY)

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

KDG BOY SELI	Letter ID		Letter Sounds		Word List		Concepts about Print		Phonological Awareness		Reading Level		Overall Stage At Risk
	Score 61	Stage	Score 30	Stage	Score	Stage	Score 7	Stage	Score 6	Stage	Score	Stage	38%
District Average	26	2	12	2			4	2	3	2			

Kindergarten: End of the Year (EOY)

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

KDG EOY SELI	Letter ID		Letter Sounds		Word List		Concepts about Print		Phonological Awareness		Reading Level		Dictation		Writing		Overall Stage At Risk
	Score 61	Stage	Score 30	Stage	Score 25	Stage	Score 9	Stage	Score 5	Stage	Score	Stage	Score 27	Stage	Score 6	Stage	13%
District Average	56	2	28	3	22	3	9	3	5	3	D	3	22	2	5	2	

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Spanish Early Literacy Inventory (SELI)

Assessment Summary

Spanish Early Literacy Inventory (SELI) Assessment Program Status:

Growth of K-2 District Average from 2012 Beginning-of-Year Administration to 2013 End-of-Year Administration:

First Grade: Beginning of the Year (BOY)

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

1st BOY SELI	Letter ID		Letter Sounds		Word List		Phonological Awareness		Dictation		Reading Level		Overall Stage At Risk
	Score 61	Stage	Score 30	Stage	Score 25	Stage	Score 8	Stage	Score 38	Stage	Score	Stage	26%
District Average	53	3	27	3	17	3	3	2	33	3	D	3	

First Grade: End of the Year (EOY)

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

1st EOY SELI	Letter ID		Letter Sounds		Word List		Phonological Awareness		Dictation		Reading Level		Writing		Overall Stage At Risk
	Score 61	Stage	Score 30	Stage	Score 50	Stage	Score 8	Stage	Score 39	Stage	Score	Stage	Score 20	Stage	9%
District Average	59	2	30	3	48	3	6	2	37	3	J	3	15	2	

Spanish Early Literacy Inventory (SELI)

Assessment Summary

Spanish Early Literacy Inventory (SELI) Assessment Program Status:

Growth of K-2 District Average from 2012 Beginning-of-Year Administration to 2013 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 SELI	Word Lists		Reading Level		Overall Stage At Risk
	Score　40	Stage	Score	Stage	
District Average	34	3	I	2	31%

Second Grade: End of the Year (EOY)

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

Second Grade EOY SELI	Word Lists		Reading Level		Writing		Overall Stage At-Risk
	Score 40	Stage	Score	Stage	Score 20	Stage	
District Average	39	3	N	3	15	2	11%

Denton ISD 2012-13	ELI Kindergarten - Beginning of Year				ELI Kindergarten - Middle of Year				ELI Kindergarten - End of Year			
	Total Students	Overall			Total Students	Overall			Total Students	Overall		
		Stage 1 - At Risk	Stage 2 - Progressing	Stage 3 - On-level		Stage 1 - At Risk	Stage 2 - Progressing	Stage 3 - On-level		Stage 1 - At Risk	Stage 2 - Progressing	Stage 3 - On-level
All Students	1827	18%	35%	48%	1815	9%	25%	66%	1771	5%	19%	76%
Economic Disadvantage	687	28%	38%	34%	682	16%	35%	50%	638	10%	26%	64%
American Indian/Alaskan Native	15	27%	40%	33%	14	7%	21%	71%	13	0%	23%	77%
Asian	48	8%	52%	40%	44	0%	25%	75%	45	2%	9%	89%
Black/African American	223	24%	38%	38%	232	14%	32%	54%	234	10%	24%	66%
Hispanic	388	27%	35%	38%	377	16%	31%	53%	346	7%	24%	69%
Native Hawaiian/Pacific Islander	3	0%	0%	100%	3	0%	0%	100%	5	0%	40%	60%
Two or More Races	57	18%	32%	51%	57	5%	23%	72%	57	9%	16%	75%
White	1093	13%	33%	53%	1088	6%	22%	72%	1071	3%	16%	81%
Female	878	14%	34%	52%	874	6%	23%	70%	853	3%	16%	80%
Male	949	21%	35%	44%	941	11%	27%	62%	918	7%	21%	73%
LEP	138	34%	40%	26%	125	34%	29%	38%	87	17%	24%	59%
Special Ed Indicator	145	45%	37%	18%	144	31%	40%	29%	142	25%	40%	35%

Literacy Measures assessed on the Kindergarten ELI:

- **Letter/Sound Identification (Beginning, Middle, End)**
- **Sight Word Identification (Middle, End)**
- **Concepts About Print (Beginning, Middle, End)**
- **Phonological Awareness (Beginning, Middle, End)**
- **Dictation (Middle, End)**
- **Writing Sample (Middle, End)**
- **Text Reading (Middle, End)**

8a

Denton ISD 2012-13	ELI First Grade - Beginning of Year				ELI First Grade - Middle of Year				ELI First Grade - End of Year			
	Total Students	Overall			Total Students	Overall			Total Students	Overall		
		Stage 1 - At Risk	Stage 2 - Progressing	Stage 3 - On-level		Stage 1 - At Risk	Stage 2 - Progressing	Stage 3 - On-level		Stage 1 - At Risk	Stage 2 - Progressing	Stage 3 - On-level
All Students	1808	12%	34%	54%	1825	11%	25%	64%	1806	9%	19%	72%
Economic Disadvantage	634	19%	43%	38%	651	19%	33%	48%	646	15%	25%	60%
American Indian/Alaskan Native	27	11%	56%	33%	27	15%	41%	44%	24	0%	33%	67%
Asian	58	7%	14%	79%	60	7%	12%	82%	60	3%	12%	85%
Black/African American	235	14%	41%	45%	245	14%	33%	53%	244	12%	23%	65%
Hispanic	387	21%	36%	43%	394	16%	32%	52%	398	13%	22%	65%
Native Hawaiian/Pacific Islander	3	0%	33%	67%	3	33%	0%	67%	4	25%	0%	75%
Two or More Races	49	8%	45%	47%	48	6%	38%	56%	49	10%	14%	76%
White	1049	9%	32%	59%	1048	9%	21%	71%	1027	7%	17%	77%
Female	849	10%	33%	57%	859	9%	24%	67%	854	7%	18%	75%
Male	959	14%	36%	50%	966	13%	26%	61%	952	10%	20%	70%
LEP	95	27%	37%	36%	99	29%	26%	44%	102	22%	24%	55%
Special Ed Indicator	172	41%	39%	20%	179	40%	32%	28%	179	37%	31%	32%

Literacy Measures assessed on the First Grade ELI:
- **Letter/Sound Identification (Beginning, Middle, End)**
- **Sight Word Identification (Beginning, Middle, End)**
- **Phonological Awareness (Beginning, Middle, End)**
- **Sentence Dictation (Beginning, Middle, End)**
- **Writing Sample (Middle, End)**
- **Text Reading (Beginning, Middle, End)**

8b

Denton ISD 2012-13	ELI Second Grade - Beginning of Year				ELI Second Grade - Middle of Year				ELI Second Grade - End of Year			
	Total Students	Overall			Total Students	Overall			Total Students	Overall		
		Stage 1 - At Risk	Stage 2 - Progressing	Stage 3 - On-level		Stage 1 - At Risk	Stage 2 - Progressing	Stage 3 - On-level		Stage 1 - At Risk	Stage 2 - Progressing	Stage 3 - On-level
All Students	1754	17%	13%	70%	1823	14%	23%	63%	1786	10%	23%	67%
Economic Disadvantage	641	30%	17%	54%	713	27%	28%	45%	659	20%	30%	49%
American Indian/Alaskan Native	19	11%	21%	68%	22	14%	23%	64%	21	0%	14%	86%
Asian	56	4%	5%	91%	58	9%	12%	79%	58	3%	12%	84%
Black/African American	219	21%	16%	63%	226	18%	26%	56%	234	15%	31%	54%
Hispanic	378	28%	13%	58%	436	27%	25%	48%	379	18%	27%	55%
Native Hawaiian/Pacific Islander	2	50%	0%	50%	3	33%	0%	67%	3	33%	33%	33%
Two or More Races	29	14%	14%	72%	27	15%	22%	63%	28	14%	14%	71%
White	1051	13%	13%	74%	1051	9%	22%	69%	1063	7%	21%	72%
Female	824	15%	12%	73%	849	13%	19%	67%	828	10%	19%	72%
Male	930	19%	14%	67%	974	15%	26%	59%	958	11%	26%	62%
LEP	155	37%	16%	46%	222	38%	27%	34%	168	29%	30%	42%
Special Ed Indicator	177	53%	10%	37%	189	50%	21%	29%	178	43%	29%	28%

Literacy Measures assessed on the Second Grade ELI:

- **Sight Word Identification (Beginning, Middle, End)**
- **Writing Sample (Middle, End)**
- **Text Reading (Beginning, Middle, End)**

8c

Denton ISD 2012-13	SELI Kindergarten - Beginning of Year				SELI Kindergarten - Middle of Year				SELI Kindergarten - End of Year			
	Total Students	Overall			Total Students	Overall			Total Students	Overall		
		At Risk	Progressing	On-level		At Risk	Progressing	On-level		At Risk	Progressing	On-level
All Students	306	38%	42%	21%	323	15%	37%	49%	324	13%	26%	62%
Economic Disadvantage	290	39%	42%	19%	307	15%	37%	48%	308	12%	26%	61%
American Indian/Alaskan Native	4	50%	25%	25%	4	25%	0%	75%	3	0%	0%	100%
Hispanic	292	38%	41%	21%	308	14%	38%	48%	310	13%	26%	61%
White	10	30%	50%	20%	11	27%	18%	55%	11	9%	27%	64%
Female	152	29%	47%	24%	158	13%	32%	55%	156	8%	24%	68%
Male	154	47%	36%	17%	165	16%	41%	42%	168	17%	27%	56%
LEP	302	38%	41%	21%	320	15%	36%	49%	321	12%	26%	62%
Special Ed Indicator	28	61%	36%	4%	32	56%	31%	13%	33	52%	30%	18%

Literacy Measures assessed on the Kindergarten SELI:

- **Letter/Sound Identification (Beginning, Middle, End)**

- **Sight Word Identification (Middle, End)**

- **Concepts About Print (Beginning, Middle, End)**

- **Phonological Awareness (Beginning, Middle, End)**

- **Dictation (Middle, End)**

- **Writing Sample (Middle, End)**

- **Text Reading (Middle, End)**

9a

Denton ISD 2012-13	SELI 1st Grade - Beginning of Year				SELI 1st Grade - Middle of Year				SELI 1st Grade - End of Year			
	Total Students	Overall			Total Students	Overall			Total Students	Overall		
		At Risk	Progressing	On-level		At Risk	Progressing	On-level		At Risk	Progressing	On-level
All Students	331	26%	30%	44%	330	10%	32%	58%	329	9%	21%	71%
Economic Disadvantage	320	27%	31%	43%	319	11%	33%	56%	318	9%	21%	70%
American Indian/Alaskan Native	7	86%	0%	14%	6	17%	83%	0%	6	33%	50%	17%
Hispanic	316	25%	31%	44%	316	10%	32%	58%	315	8%	20%	71%
White	8	38%	0%	63%	8	25%	0%	75%	8	13%	13%	75%
Female	165	24%	28%	47%	162	9%	30%	60%	159	6%	16%	78%
Male	166	28%	31%	40%	168	11%	34%	55%	170	12%	25%	64%
LEP	323	27%	30%	44%	323	11%	33%	57%	322	9%	21%	70%
Special Ed Indicator	31	77%	23%	0%	31	45%	45%	10%	32	47%	38%	16%

Literacy Measures assessed on the First Grade SELI:

- **Letter/Sound Identification (Beginning, Middle, End)**

- **Sight Word Identification (Beginning, Middle, End)**

- **Phonological Awareness (Beginning, Middle, End)**

- **Sentence Dictation (Beginning, Middle, End)**

- **Writing Sample (Middle, End)**

- **Text Reading (Beginning, Middle, End)**

9b

Denton ISD 2012-13	SELI 2nd Grade - Beginning of Year				SELI 2nd Grade - Middle of Year				SELI 2nd Grade - End of Year			
	Total Students	Overall			Total Students	Overall			Total Students	Overall		
		At Risk	Progressing	On-level		At Risk	Progressing	On-level		At Risk	Progressing	On-level
All Students	314	31%	19%	50%	298	15%	33%	52%	298	11%	38%	51%
Economic Disadvantage	287	27%	21%	52%	271	12%	33%	55%	286	12%	38%	51%
American Indian/Alaskan Native	3	33%	33%	33%	2	0%	100%	0%	3	0%	67%	33%
Hispanic	291	27%	20%	52%	278	12%	33%	55%	289	11%	37%	51%
White	20	85%	0%	15%	18	56%	28%	17%	6	17%	50%	33%
Female	148	32%	16%	51%	140	14%	35%	51%	144	12%	35%	53%
Male	166	30%	22%	48%	158	16%	32%	53%	154	11%	41%	48%
LEP	295	27%	20%	53%	280	12%	33%	55%	296	11%	38%	51%
Special Ed Indicator	28	68%	18%	14%	27	59%	30%	11%	29	52%	41%	7%

Literacy Measures assessed on the Second Grade SELI:

- **Sight Word Identification (Beginning, Middle, End)**

- **Writing Sample (Middle, End)**

- **Text Reading (Beginning, Middle, End)**

9c