

Executive Summary

Prepared for Board of Trustees Meeting

December 12, 2006

Bilingual SELI/ELI Report

Purpose of Report

The purpose of this report is to provide the 2005-2006 bilingual K-2nd grade Spanish Early Literacy Inventory (SELI) and Early Literacy Inventory (ELI) results. The SELI/ELI is an individual administration of a reading instrument for students in K-2 “to ensure that educational programs are on track in helping students reach high standards by the end of 3rd grade”.

Objectives

- The district goal is to use the SELI/ELI to diagnose reading skills and comprehension development of all bilingual students K-2.
- To have the bilingual students reach the progressing and/or on-level stages on the SELI/ELI instrument, to ensure they become fully bilingual and biliterate.

Results

The attached report will demonstrate the 2005-2006 SELI results for bilingual K-2nd grade and ELI results for bilingual 2nd grade students who have transitioned to English literacy instruction. In the 2005-2006 SELI results the percentage of students scoring at stage 3 (on-level) increased from the first administration to the end of the year administration. Eighty five percent of the kindergarten students were on level in letter identification & sound and concepts about print. In first grade 92% of the bilingual students scored at a stage 3 (on level) in the letter identification & sound, word list and dictation. The second grade ELI results had 63% of the bilingual students either on Stage 2 or 3 (on level or progressing) in the overall stage. In the overall stage in the end of the year SELI results there were 9% kindergarten, 5% first and 19% second graders on Stage 1 (at risk). The comparison K-2 bilingual assessment results from 2004-2005 to 2005-2006 show an increase in the percentage of students who score on a Stage 3 (on level) by the end of the year.

Attachment 1- Spanish Early Literacy Inventory (SELI) Early Literacy Inventory (ELI)
Assessment Program Status 2005-2006

Attachment 2- Comparisons of SELI and ELI results 04-05 and 05-06

Attachment 3- Bar graph of Comparisons of SELI and ELI results 04-05 and 05-06