

## Early Literacy Inventory (ELI)

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

**Growth of K-2 District Average from 2005-2006 First ELI Administration to 2005-2006 End of Year Administration:**

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

Kindergarten	Middle of Year	End of Year	Possible Score
Letter Identification	47/ Stage 3	52 / Stage 2	54
Letter Sounds	21/ Stage 3	24 / Stage 2	26
Word List	8/ Stage 2	8 / Stage 2	10
Concepts About Print	6/ Stage 3	7 / Stage 3	7
Phonological Awareness	Stage 3	Stage 3	Stage 3
Writing Sample	Model 3 / Stage 3	Model 3 / Stage 3	Stage 3
Text Level	2B / Stage 3	4D / Stage 3	4D / Stage 3

First Grade	Beginning of Year	End of Year	Possible Score
Letter Identification	51 / Stage 2	53 / Stage 3	54
Letter Sounds	22 / Stage 2	26 / Stage 3	26
Word List	10 / Stage 2	14 / Stage 3	15
Phonological Awareness	Stage 3	Stage 3	Stage 3
Dictation	23 / Stage 2	44 / Stage 3	48
Text Level	4D / Stage 3	18J / Stage 3	18J / Stage 3

Second Grade	Beginning of Year	End of Year	Possible Score
Word List	17 / Stage 2	18 / Stage 3	20
Dictation	40 / Stage 2	42 / Stage 2	46
Text Level	18J / Stage 3	28M / Stage 2	30N / Stage 3
Fluency	71 / Stage 2	92 / Stage 3	90 or above

## **ELI Assessment Program Needs- 2006-2007:**

### **Strengthen Writing Development in Kindergarten/First Grade**

- Stronger writing program will positively impact phonemic awareness/phonics development-letter, letter sound, and word identification knowledge
- Stronger writing program will positively impact text reading development
- Conduct district staff development series-Developing Young Authors, Writer's Workshop and the 6+1 Traits, SALSA
- Conduct district/campus writing series-Rivera and Borman (K-1)
- Provide classroom support through Curriculum Coordinators and ISTs
- Adjust ELI assessment timeline to add kindergarten assessment at beginning-of-year

### **Strengthen Reading Development-Comprehension, Fluency, Vocabulary**

- Adjust ELI to add fluency assessment to end of year first grade
- Increase full implementation of text level ceilings (K-2) for 2006-2007
- Provide district staff development series-Shared/Guided Reading, Reader's Workshop, SALSA
- Provide district/campus Literacy Teams (1<sup>st</sup> grade)-Ginnings, Hawk, Lee, Newton Rayzor, Rivera
- Provide classroom support through Curriculum Coordinators and ISTs

### **Timely ELI Test Administration and Data Keeping**

- Provide annual ELI updates and training conducted by the campus Reading Recovery/DLL team
- Provide annual updates and training on using Running Records as an assessment tool
- Determine funding sources for updating and providing additional DRA Text Level Assessment Kits
- Continue process of implementation of ELI Administration and Record Keeping on Dell Axim using Eduphoria!
- Increase use of ELI data for instructional decision-making at the campus-level through focused-study groups-Literacy Teams-Ginnings, Hawk, Hodge, Lee, Newton Rayzor, Rivera

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Schedule Status: COMPLETE		FORMULA		Report ID: 0002240334130001										
<b>eGrants</b> TEXAS EDUCATION AGENCY		Organization: Denton ISD ESC Region: 11 Vendor ID: 1756001311		County - District: 061901 School Year: 2006-2007										
2005-2006 Consolidated Reading Initiatives (RI) Report														
Early Reading Instruments														
Table of Contents		ER1011 - Early Reading Instruments Report		Instructions										
Part 1: Students Assessed in Grades K-2 <span style="float: right;">Help</span>														
Assessment Category	Kindergarten		Grade 1		Grade 2									
	Mid- Year	End of Year	Beginning of Year	End of Year	Beginning of Year	End of Year								
1. Number of students receiving reading instruction and assessed in English	1360	1370	1336	1358	1266	1258								
2. Number of students receiving reading instruction and assessed in Spanish	225	234	204	213	212	212								
Number of Students NOT Assessed Due To: <span style="float: right;">Help</span>														
1. Student New to District	0	0	0	0	0	0								
2. ARD Committee Decision	1	0	3	5	7	10								
3. No Instrument in Student's Language for Reading Instruction	0	0	0	0	2	0								
4. Other (Please Specify) (max 65 characters)	7	1	2	3	1	0								
Extreme Illness-1(KDG Mid-Year) / Moved														
Part 2: TPRI Screening and Inventory														
Student Count Category	Kindergarten		Grade 1		Grade 2									
	Mid- Year	End of Year	Beginning of Year	End of Year	Beginning of Year	End of Year								
1. Number of students assessed with screen ONLY	0	0	0	0	0									
2. Number of students assessed with screen AND inventory	0	0	0	0	0	0								
Total Students Assessed														
Total Students Assessed:	0	0	0	0	0	0								
3. Number of students "developed" on screening	0	0	0	0	0									
Part 3: Data From TPRI Regarding Important Reading Concepts by Story Level <span style="float: right;">Help</span>														
Student Count Category	Grade 1						Grade 2							
	Beginning of Year					End of Year	Beginning of Year				End of Year			
	1	2	3	4	5	4	5	1	2	3	4	3	4	
1. Number of students reading stories at instructional or independent level	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2. Reading Fluency Rate: Grade 1, number of students reading approx. 60+ words correctly per minute on grade level						0								
3. Reading Fluency Rate: Grade 2, number of students reading approx. 90+ words correctly per minute on grade level												0		
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<b>2005-2006 Consolidated Reading Initiatives (RI) Report</b>					
<b>Early Reading Instruments</b>					
<a href="#">Table of Contents</a>		<b>ER1011 - Early Reading Instruments Report</b>		<a href="#">Instructions</a>	
<b>Part 4: Students Assessed with Early Reading Instruments Other Than the TPRI</b>					
<b>Kindergarten</b>					
	<b>Instrument</b>	<b>Mid- Year</b>	<b>End of Year</b>		
<b>English</b>					
1.	DIBELS-K, VIP-K, or PAPI and one of the following: (a) Expressive Vocabulary Test (EVT); (b) Woodcock Mini Battery of Achievement (FOR Reading First LEAs)	0	0		
2.	Early Reading Diagnostic Assessment - R (ERDA-R)	0	0		
3.	Fox in a Box	0	0		
4.	Other (Please Specify) (max 95 characters)	1360	1370		
	Early Literacy Inventory				
<b>Spanish</b>					
5.	El Inventario de Lectura en Español de Tejas (Tejas LEE), Revised 2006-2008	0	0		
6.	Instrumento de Observación: Segunda Parte	0	0		
7.	Other (Please Specify) (max 95 characters)	225	234		
	Spanish Early Literacy Inventory				
<b>Grade 1</b>					
	<b>Instrument</b>	<b>Beginning of Year</b>	<b>End of Year</b>		
<b>English</b>					
1.	DIBELS-1 or VIP-1 and one of the following: (a) The Group Reading and Diagnostic Evaluation (GRADE); (b) Gates MacGinitie Reading Tests (GMRT), 4th edition; (c) Woodcock Mini Battery of Achievement (For NON-Reading First LEAs)	0	0		
2.	DIBELS-1 or VIP-1 or PAPI and the Expressive Vocabulary Test (EVT) and one of the following: (a) Developmental Reading Assessment (DRA); (b) Qualitative Reading Inventory-3 (QRI-3) (FOR Reading First LEAs)	0	0		
3.	Test of Word Reading Efficiency (TOWRE) and GMRT, 4th Edition	0	0		
4.	Early Reading Diagnostic Assessment - R (ERDA-R)	0	0		
5.	Fox in a Box	0	0		
6.	Other (Please Specify) (max 95 characters)	1336	1358		
	Early Literacy Inventory				
<b>Spanish</b>					
7.	El Inventario de Lectura en Español de Tejas (Tejas LEE), Revised 2006-2008	0	0		
8.	Instrumento de Observación: Segunda Parte AND Evaluación del Desarrollo de la Lectura (EDL)	0	0		
9.	Other (Please Specify) (max 95 characters)	204	213		
	Spanish Early Literacy Inventory				
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Schedule Status: COMPLETE	FORMULA	Report ID: 0002240334130001
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## 2005-2006 Consolidated Reading Initiatives (RI) Report

## Early Reading Instruments

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ER1011 - Early Reading Instruments Report

Instructions

## Part 4 (Continued): Students Assessed with Early Reading Instruments Other Than the TPRI

## Grade 2

Instrument	Beginning of Year	End of Year
<b>English</b>		
1. DIBELS-2, VIP-2, or TOWRE and one of the following: (a) The Group Reading and Diagnostic Evaluation (GRADE); (b) Gates MacGinitie Reading Tests (GMRT), 4th edition; (c) Woodcock Mini Battery of Achievement (For <b>NON</b> -Reading First LEAs)	0	0
2. DIBELS-2 or VIP-2 or the PAPI and the Expressive Vocabulary Test (EVT) and one of the following: (a) Developmental Reading Assessment (DRA); (b) Qualitative Reading Inventory-3 (QRI-3) ( <b>FOR</b> Reading First LEAs)	0	0
3. Early Reading Diagnostic Assessment - R (ERDA-R)	0	0
4. Fox in a Box	0	0
5. Other (Please Specify) (max 95 characters)	1266	1258
Early Literacy Inventory		
<b>Spanish</b>		
6. El Inventario de Lectura en Español de Tejas (Tejas LEE), Revised 2006-2008	0	0
7. Instrumento de Observación: Segunda Parte <b>AND</b> Evaluación del Desarrollo de la Lectura (EDL)	0	0
8. Other (Please Specify) (max 95 characters)	212	212
Spanish Early Literacy Inventory		

## Part 5: Data From Tejas LEE Regarding Important Reading Concepts

Help

Student Count Category	Kindergarten		Grade 1		Grade 2	
	Mid-Year	End of Year	Beginning of Year	End of Year	Beginning of Year	End of Year
1. Number of students who met grade level expectations at time of administration on the majority of skills within each of the following domains, as appropriate to their grade level: phonological awareness, decoding, comprehension, fluency, and vocabulary.	0	0	0	0	0	0
2. Reading Fluency Rate, Grade 1: Number of students who read approximately 60+ words correctly/minute on grade level				0		
3. Reading Fluency Rate, Grade 2: Number of students who read approximately 90+ words correctly/minute on grade level						0

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