

**Executive Summary**  
**Prepared for Board of Trustees Meeting**  
**December 13, 2011**  
**Early Literacy Inventory-Spanish Early Literacy Inventory 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 2010-2011 Early Literacy Inventory (ELI) and Spanish Early Literacy Inventory (SELI) Assessment Program Status for Kindergarten-Second Grade students.

**Objectives**

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

**Results**

- **Early Literacy Inventory**
  - The attached report highlights that **94%** of the kindergarten students, **93%** of the first graders and **88%** of the second graders were Stage 2-3 (Progressing / On-Level) by the end of the year. The results also show significant growth in all the literacy components from the beginning of the year results.
- **Spanish Early Literacy Inventory**
  - The attached report highlights that **93%** of the bilingual kindergarten students, **94%** of the first graders and **91%** of the second graders were Stage 2-3 (Progressing / On-Level) by the end of the year. The results also show significant growth in all the literacy components from the beginning of the year results.

**Goals and Actions**

- **Performance Goals:**
  - To decrease the district *Overall At-Risk* average of Kindergarten Students from 6% to 2% on the ELI by May 2012.
  - To decrease the district *Overall At-Risk* average of Kindergarten Students from 7% to 2% on the SELI by May 2012.

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- **Actions:**

- Utilize the Reading Recovery / Literacy Facilitator Team to work with kindergarten teachers on Title 1 campuses on comprehensive literacy instructional strategies.
- Support the implementation of the professional development series for kindergarten teachers on the instructional strategies of CAFÉ-Comprehension, Accuracy, Fluency and Expanding Vocabulary.
- 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 Goals:**

- To decrease the district *Overall At-Risk* average of First Grade Students from 8% to 3% on the ELI by May 2012.
- To decrease the district *Overall At-Risk* average of First Grade Students from 6% to 2% on the SELI by May 2012.

- **Actions:**

- Restructure the identification of struggling first grade students for entry into the Reading Recovery/Descubriendo la Lectura intervention from school-based to district-wide to insure the most at-risk students are receiving the intervention.
- Utilize the Reading Recovery / Literacy Facilitator Team to work with first grade teachers on Title 1 campuses on comprehensive literacy instructional strategies.
- Conduct at least 6 Continuing Contact professional development sessions with Reading Recovery / Descubriendo la Lectura Specialists (K-2 Reading Intervention) focusing on accelerating literacy acquisition for struggling first grade students.
- Increase coaching and problem-solving observations for Reading Recovery / Descubriendo la Lectura Specialists working with struggling readers to at least 2 annually.
- Support the implementation of the professional development series for first grade teachers on the instructional strategies of CAFÉ-Comprehension, Accuracy, Fluency and Expanding Vocabulary.

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- 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 Goals:**
  - To decrease the district *Overall At-Risk* average of Second Grade Students from 12% to 7% on the ELI by May 2012.
  - To decrease the district *Overall At-Risk* average of Second Grade Students from 9% to 4% on the SELI by May 2012.
- **Actions:**
  - Support the implementation of the professional development series for second grade teachers on the instructional strategies of CAFÉ-Comprehension, Accuracy, Fluency and Expanding Vocabulary.
  - Review ELI / SELI Text Reading Task for second grade to determine further assessment measures for reading comprehension development.
  - Support the development of the Language Arts portion of the 2<sup>nd</sup> Grade assessments and report card as it is being revised to a standards-based format.
  - 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.
  - Provide the SALSA and LASSO III professional development series with two sessions focused on reading comprehension strategies for nonfiction text structures.

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Attachments:

- **Growth of Kindergarten-2<sup>nd</sup> Grade students for the 2010-2011 ELI-SELI Beginning, Middle and End of Year administration by Student Populations**
- **Growth of Kindergarten-2<sup>nd</sup> Grade students for the 2010-2011 ELI-SELI Beginning and End of Year administration by ELI-SELI Literacy Tasks**