

GIRLSMART REPORT ADDENDUM 2011-12

I. Findings: Students at All Levels Need Literacy Support

More GirlSMART students are maintaining status or losing ground than increasing their scores throughout the year. Affiliates had varied levels of progress. Nationwide, just over half of students who had "established" skills in Winter, maintained that status on the Spring Assessment. About one-third of students with "emerging" skills made progress between the two assessments and very few students dropped.

About Half of GirlSMART Students with Established Literacy Skills Dropped to Deficit

Nationwide about half of GirlSMART students moved one level down from "established" to "emerging." In New York the vast majority of students with "established" literacy skills stayed at the "established" level. In South Dakota and Florida more than half maintained the established level (56% and 55% respectively). In Nebraska, California, and New Hampshire- 55%, 57% and 73% dropped at least one level.

Spring 2012 Status of Students

Location	Number of Students at Established in Winter	Number Maintained Established	Number Dropped to Emerging	Number Dropped to Deficit
CA	58	25	25	8
FL	33	18	14	1
NE	42	19	23	0
NH	18	5	12	1
NY	31	28	2	1
SD	9	5	4	0
Nationwide	191	100	80	11

Location	Number of Students at Established in Winter	Percent Maintaining Established	Percent Dropping to Emerging	Percent Dropping to Deficit
CA	58	43%	43%	14%
FL	33	55%	42%	3%
NE	42	45%	55%	0%
NH	18	28%	67%	6%
NY	31	90%	6%	3%
SD	9	56%	44%	0%

One-Third of GirlSMART Students at the Emerging Literacy Level Improved

Nationwide, over one-third of students who had "emerging" skills in Winter, increased their status in May. In New York 75% of "emerging" girls moved up to "established" followed by South Dakota (50%) and Florida (44%). In New Hampshire, Nebraska and California, few students progressed.

Spring 2012 Status of Students

Location	Number of Students at Emerging Level in Winter	Number Maintained Emerging	Number Dropped to Deficit	Number Improved - to Established
CA	22	12	8	2
FL	18	7	3	8
NE	20	14	1	5
NH	11	6	1	4
NY	16	3	1	12
SD	20	8	2	10
Nationwide	107	50	16	41

GIRLSMART REPORT ADDENDUM 2011-12

Spring 2012 Status of Students

Location	Number of Students At Emerging Level in Winter	Percent Maintained Emerging	Percent Dropped to Deficit	Percent Increased to Established
CA	22	55%	36%	9%
FL	18	39%	17%	44%
NE	20	70%	5%	25%
NH	11	55%	9%	36%
NY	16	19%	6%	75%
SD	20	40%	10%	50%
Nationwide	107	47%	15%	38%

Few GirlSMART Students at the Deficit Literacy Level Improved

The majority of students did not move upward and out of “deficit” status. While California had one-third of its student move upward, only five total students in NY, SD, and Florida grew a level. Nebraska and New Hampshire did not move any of their students out of the “deficit” level.

Spring 2012 Status

Location	Students at Deficit in Winter	Number Maintained Deficit	Number Increased to Emerging	Number Increased to Established
CA	32	20	11	1
FL	4	2	1	1
NE	7	7	0	0
NH	3	3		0
NY	5	4	1	0
SD	5	3	2	0
Nationwide	56	39	15	2

Recommendations: Improve Literacy Support and Differentiation

- Each affiliate program needs to understand and apply information on literacy levels and provide specific tailored activities to support growth.
- After the initial DIBELS assessment period, student results should be looked at carefully to determine specific strengths and weaknesses for all students.
- All student progress should be monitored carefully between assessments using *Words Their Way* diagnostics and other assessments as needed.
- It should not be assumed that students at the “established” levels have maintained their status.
- Aides and volunteers should be given specific activities for 1:1 support for students at "deficit" levels.

II. Finding: Student Attendance Data Not Aligned to Assessments System

Individual student test data was not matched throughout the year for all students who were in the program. While there were over 500 students tested nationwide during each assessment period, there was matched data for less than two-third of students. Since assessments were not matched to attendance (dosage), it was difficult to determine if each student that was not assessed had dropped the program or had not been tested. The sites with the lowest number of matched scores (New Hampshire and Nebraska) also had the lowest scores.

Recommendations: Align Attendance and Assessment Data

- Affiliates should use the same student codes for attendance as for assessments.
- The attendance data will indicate dosage by student code (number of available days, number of days student attended).
- The evaluators will identify quarterly the patterns of attendance and provide assessment analysis information by dosage.

III. Finding: Parent Communication Systems Varied

Nationally parents were overwhelmingly positive (97%) in nearly every area of the program except one—approximately one parent in five was not satisfied with the level of communication about their child's progress in the program. While California and Florida received favorable results regarding parent notification of student progress, no other affiliates received very high marks.

"I regularly receive information about my child's progress in GirlSMART." (Agree)

Alameda County, California	93%
Florida	93%
Nebraska	76%
New Hampshire	79%
New York	81%
South Dakota	77%

Recommendation: Develop Systems to Identify Student Progress

Since California and Florida both received high marks in this area, each affiliate should review their tools and then develop their own easy-to-use tool that can be shared with parents (and classroom teachers) identifying student social and academic progress in the program. While the GirlSMART curriculum focuses on providing a balanced literacy program that complements the school day program, each affiliate should also identify when other appropriate classroom tutorial and homework supports are accomplished in the after school program and articulate that portion of the program to parents. Parental satisfaction with all aspects of the program is essential for the program to continue and attendance to be high.

IV. Finding: Professional Development Needs May Vary

The program staff has a range of experience and skills. Observations of GirlSMART programs and student assessment data suggest varied challenges by location. One affiliate may need help in using data to more effectively differentiate their program, another site may still need support developing effective routines, and others may need to focus on more effective lesson planning skills. Staff comments from the July 2012 Summer Institute indicate this need for continued differentiation in support for program implementation.

Veteran Responses

"Some info was the same (info on phonology etc) would like it if there might be more differentiation between veterans and newbies so we might work on different skills."

"I feel like too much time was given for lesson planning and reviewing what was discussed last year. "

"Too much time spent lesson planning."

"Good review all the lesson planning was helpful - great to have people act as sounding board."

"I would also like to learn about effective ways to teach students the literacy component routines: i.e. introducing centers, wtw, etc.) "

"I would love to hear more about effective classroom management techniques from other sites."

"I would like to learn more about effective classroom management techniques and suggestions for training on lesson planning."

New Responses

"Provide training for teaching students that don't primarily speak English."

"DIBELS: I need further more intense training."

"Since we are new, we feel a little confused but we know that nice we jump in and implement all parts of GirlSMART we will quickly be on board."

Recommendations:

GirlSMART should provide opportunities for greater differentiation of summer and ongoing professional development by site need through use of a virtual library of instructional videos, tailored Webinars, and onsite professional development (local). These videos could be shared through a website link on the Intranet or by DVDs given to each affiliate. They should include a model of a *Read Aloud*, *Readers Theater* and *Words Their Way* lesson, as well as the integration of *Strong, Smart, Bold* and effective management techniques. This kind of professional development may prevent redundancies and help sites implement site-based professional development. As a Fall 2011 survey respondent indicated, *"I think staff everywhere could benefit from instructional videos. It would be great to actually see someone implementing each type of lesson correctly and effectively!"*

All Webinars and conference calls should also be available for distribution on the GirlSMART website. Conference calls should be seen as an opportunity to support affiliates in sharing best practices and problem solving, and the distribution of resources.