

GirlSMART Jacksonville

Benchmark 1 Report ~ 2014-15

The GirlSMART Jacksonville site uses the DIBELS Next, *CORE* and *Words Their Way* assessments to measure and diagnose student literacy needs. **Five hundred-sixteen kindergarten, first, second, and third grade** students who were identified by their school sites to be at-risk for literacy success were assessed in September – October 2014 in order to progress monitor academic performance in literacy.

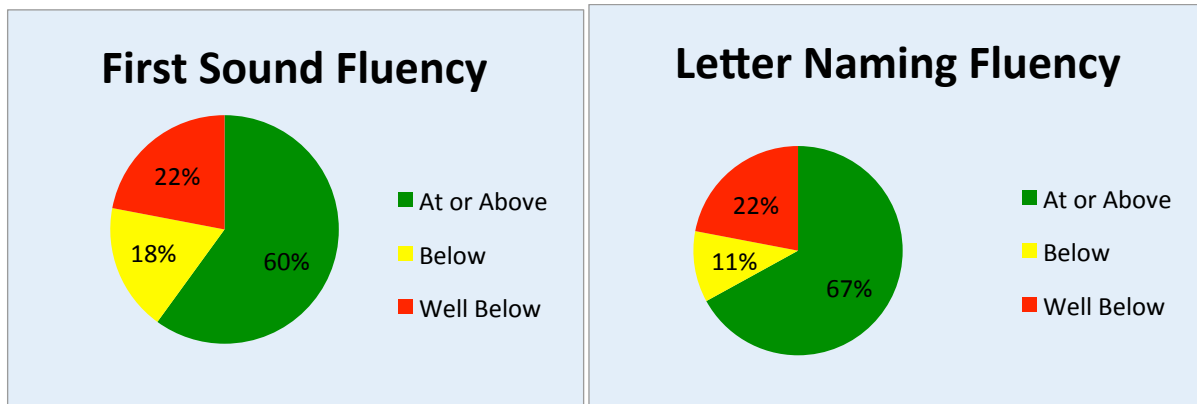
Kindergarten

Forty-five kindergarten students completed the **First Sound Fluency** (FSF) and the **Letter Naming Fluency** (LNF) assessments as early literacy indicators for the first trimester of the 2014-2015 school year. The following composite score table provides an overall assessment of the basic literacy skills for the beginning kindergarten trimester.

Kindergarten	First Sound Fluency	Letter Naming Fluency
Minimum Score	0	0
Maximum Score	52	62
Mean Score	25.9	34.3
Median Score	25	37
Mode Score	0, 23, 28, 36, 60	40, 50
Benchmark Score	23	29

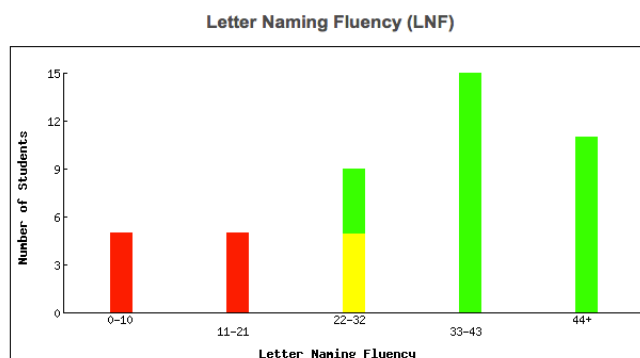
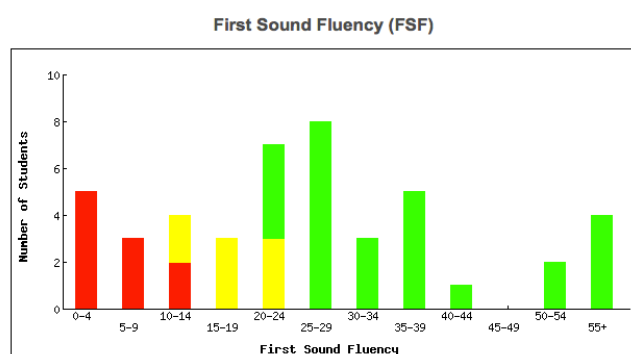
The **benchmark scores** indicate the minimum score that meets acceptable literacy progress for the first trimester period.

The **Recommended goal** for the first trimester for the **FSF** measure is **23**. Analysis of the results of the **FSF** subtest indicate that **60%** (n=27) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **18%** (n=8) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **22%** (n=10) scored *Well Below Benchmark* and are *Likely to Need Intensive Support*.



The **recommended goal** for the first trimester for the **LNF** measure is **29**. Analysis of the results of the **LNF** measure indicate that **67%** (n=30) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **11%** (n=5) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **22%** (n=10) scored *Well Below Benchmark* and are *Likely to Need Intensive Support*.

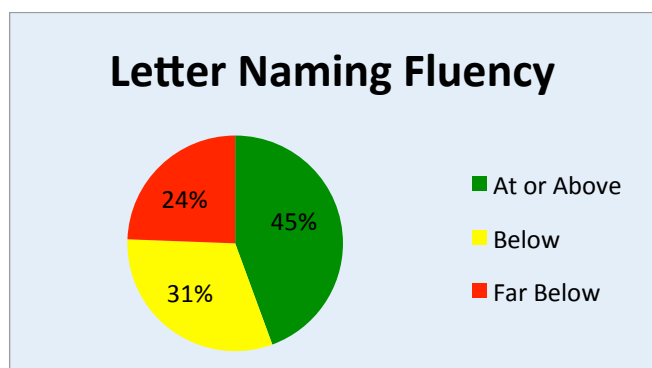
The following bar graphs indicate the number of kindergarten students who are **Well Below Benchmark** (FSF, n=10; LNF, n=10), **Below Benchmark** (FSF, n=8; LNF, n=5), and **At or Above Benchmark** (FSF, n=27; LNF, n=30), for the first trimester according to the *Recommended Goals* for the FSF and LNF measures:



First Grade

Forty-five first grade students completed the **Letter Naming Fluency (LNF)**, **Phoneme Segmentation Fluency (PSF)**, **Nonsense Word Fluency-Correct Letter Sounds (NWF-CLS)**, and **Nonsense Word Fluency-Whole Words Read (NWF-WWR)** measures as early literacy indicators. The **LNF** identifies students who are at-risk for success in literacy. The **PSF** measure assesses a student's ability to segment three and four phoneme words into their individual phonemes fluently and has been found to be a good predictor of later reading achievement. The **NWF** measures alphabetic principle including letter-sound correspondence in which letters represent their most common sounds and also assesses the ability to blend letters into words. The following table provides an overall composite of the basic literacy skills for the beginning first grade trimester.

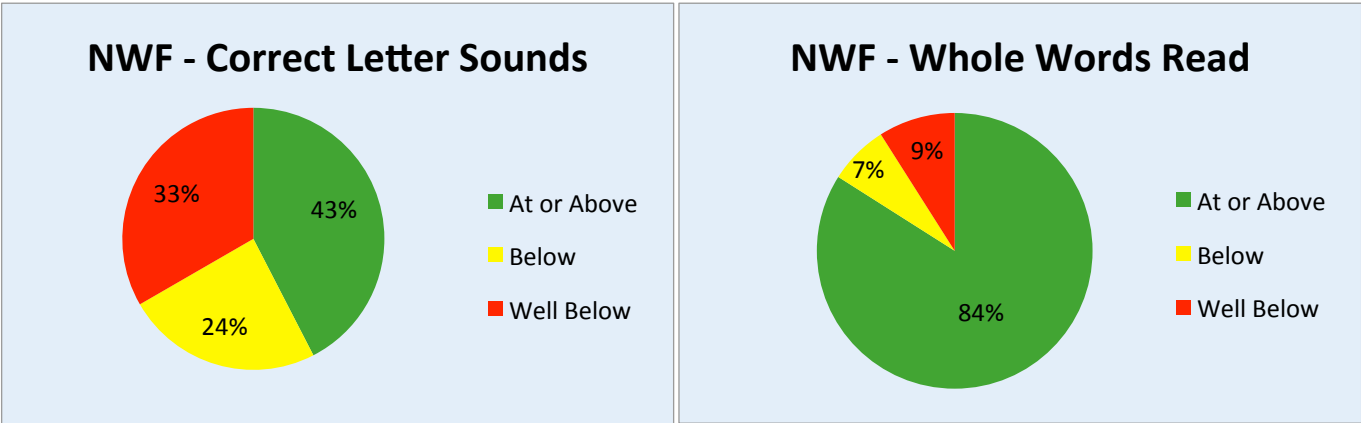
First Grade	Letter Naming Fluency	Phoneme Segmentation Fluency	Nonsense Word Fluency-Correct Letter Sounds	Nonsense Word Fluency-Whole Words Read
Minimum Score	0	0	0	0
Maximum Score	110	74	143	50
Mean Score	55	42.5	42.5	13.4
Median Score	55	39	38	12
Mode Score	59	14, 39, 80	24	8, 12
Benchmark Score	58	Not Defined	42	7



The **recommended goal** for the first trimester for the **LNF** measure is **58**. Analysis of the results of the **LNF** measure indicate that **44.4%** (n=20) of the students who completed this subtest scored **At or Above Benchmark** and are *Likely to Need Core Support*, **31.2%** (n=14) scored **Below Benchmark** and are *Likely to Need Strategic Support* and **24.4%** (n=11) scored **Well Below Benchmark** and are *Likely to Need Intensive Support*.

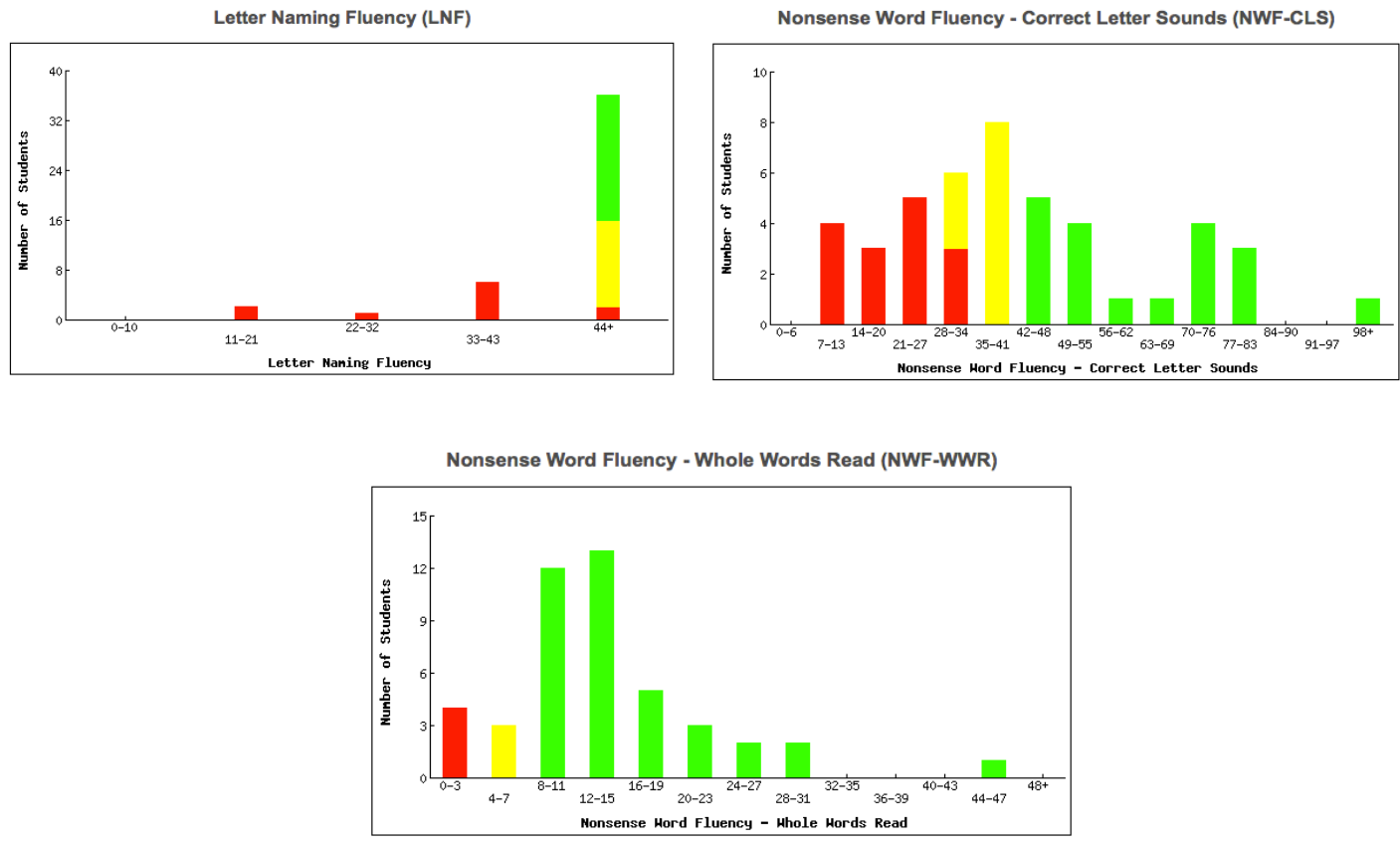
The **recommended goal** for the first trimester for the **PSF** measure is **not defined**.

The **recommended goal** for the first trimester for the **NWF-CLS** measure is **42**. Analysis of the results of the **NWF-CLS** measure indicate that **43%** (n=19) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **244%** (n=11) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **33%** (n=15) scored *Well Below Benchmark* and are *Likely to Need Intensive Support*.



The **recommended goal** for the first trimester for the **NWF-WWR** measure is **7**. Analysis of the results of the **NWF-WWR** measure indicate that **84%** (n=38) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **7%** (n=3) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **9%** (n=4) scored *Well Below Benchmark* and are *Likely to Need Intensive Support*.

The following bar graphs indicate the number of first grade students who are *Well Below Benchmark* (LNF, n=11; NWF-CLS, n=15; NWF-WWR, n=4), *Below Benchmark* (LNF, n=14; NWF-CLS, n=11; NWF-WWR, n=3), and *At or Above Benchmark* (LNF, n=20; NWF-CLS, n=19; NWF-WWR, n=38) for the first trimester according to the *Recommended Goals* for the LNF, NWF-CLS, and NWF-WWR measures:



Words Their Way Assessment

Forty-three first grade girls were administered the **Words Their Way (WTW) Primary Spelling Inventory (PSI)** in September of 2014. The results of the WTW PSI, based on the mean scores for each spelling feature, indicate that the majority of girls are in the **early or middle Letter Name-Alphabetic stage** and need continued review work on the features of **short vowels**. **Five girls** are at the **late Letter Name-Alphabetic stage** beyond and need **direct instruction** in **digraphs** and/or **blends consonants**.

First Grade	Initial Consonants	Final Consonants	Short Vowel	Digraphs	Blends
Minimum Score	0	0	0	0	0
Maximum Score	7	7	7	7	7
Mean Score	5.7	5.6	4.5	2.0	2.2

The average placement of the girls in the **early or middle Letter-Name Alphabetic** stage is confirmed by the low mean scores on more advanced features beginning with digraphs through inflected endings.

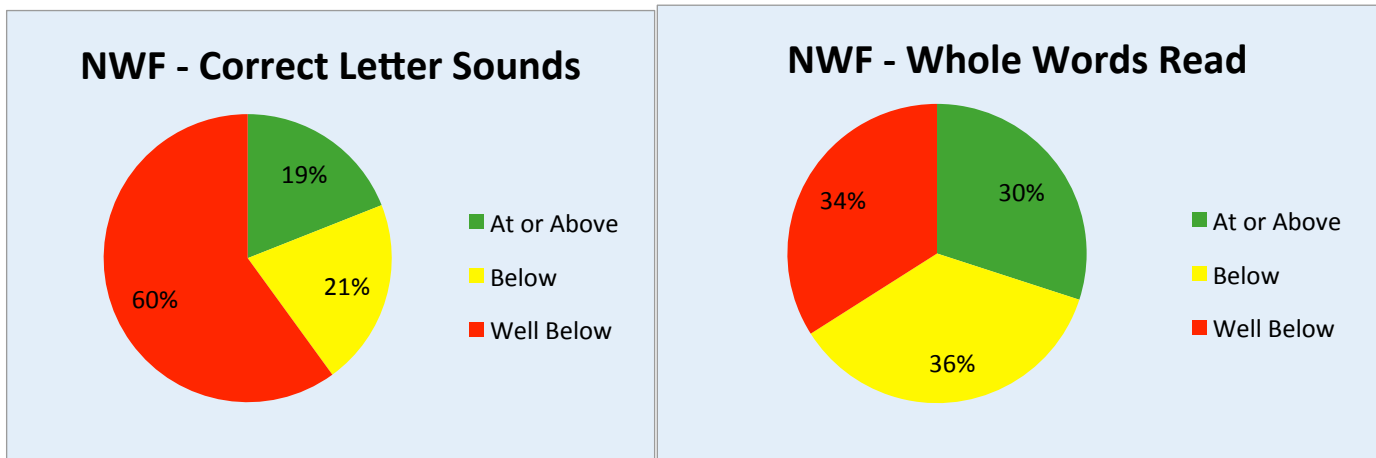
First Grade	Long Vowels	Other Vowels	Inflected Endings	Correct Spellings
Minimum Score	0	0	0	0
Maximum Score	7	7	7	26
Mean Score	.5	.3	.3	4.5

Second Grade

Fifty-three second grade students completed the **Nonsense Word Fluency-Correct Letter Sounds (NWF-CLS)**, and **Nonsense Word Fluency-Whole Words Read (NWF-WWR)**, **DIBELS Oral Reading Fluency-Words Correct (DORF-WC)**, and **DIBELS Oral Reading Fluency-Accuracy (DORF-Accuracy)** measures as early literacy indicators. The **NWF** measures alphabetic principle including letter-sound correspondence in which letters represent their most common sounds and also assesses the ability to blend letters into words. The **DORF** is a set of passages designed to identify students who may need additional instructional support and can be used to monitor progress toward instructional goals. The following composite score table provides an overall assessment of the basic literacy skills for the beginning second grade trimester.

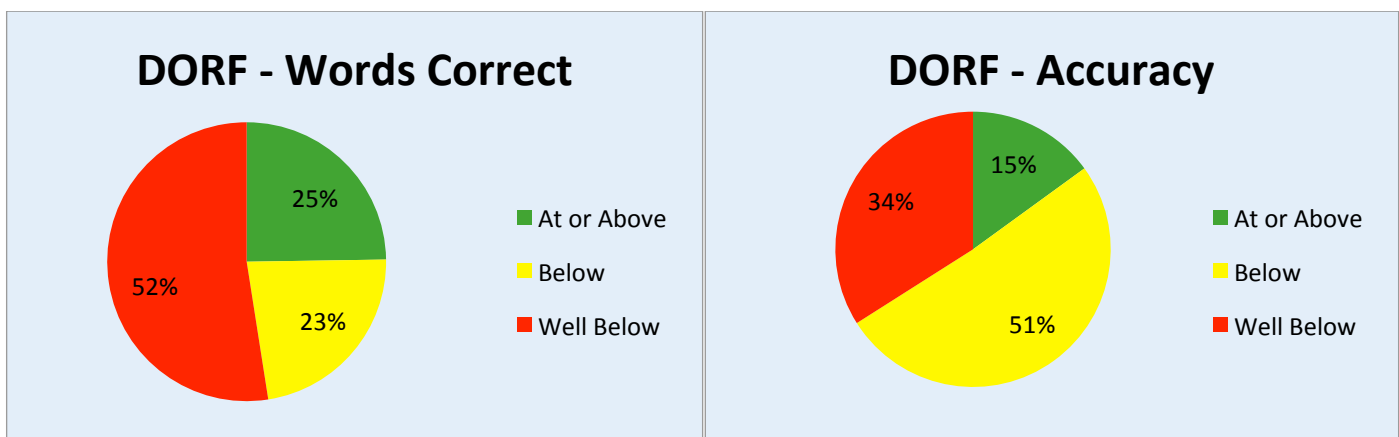
Second Grade	NWF-CLS	NWF-WWR	DORF-Words Correct	DORF-Accuracy
Minimum Score	0	0	0	0%
Maximum Score	143	50	275	100%
Mean Score	52.1	17.3	58.5	89.9%
Median Score	43	15	52	94%
Mode Score	39, 40, 43, 57	11, 15, 20	14, 21, 40, 41, 42, 58, 61, 71, 81	94%, 100%
Benchmark Score	74	22	80	99%

The **recommended goal** for the first trimester for the **NWF-CLS** measure is **74**. Analysis of the results of the NWF-CLS measure indicate that **19%** (n=10) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **21%** (n=11) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **60%** (n=32) scored *Well Below Benchmark* and are *Likely to Need Intensive Support*.



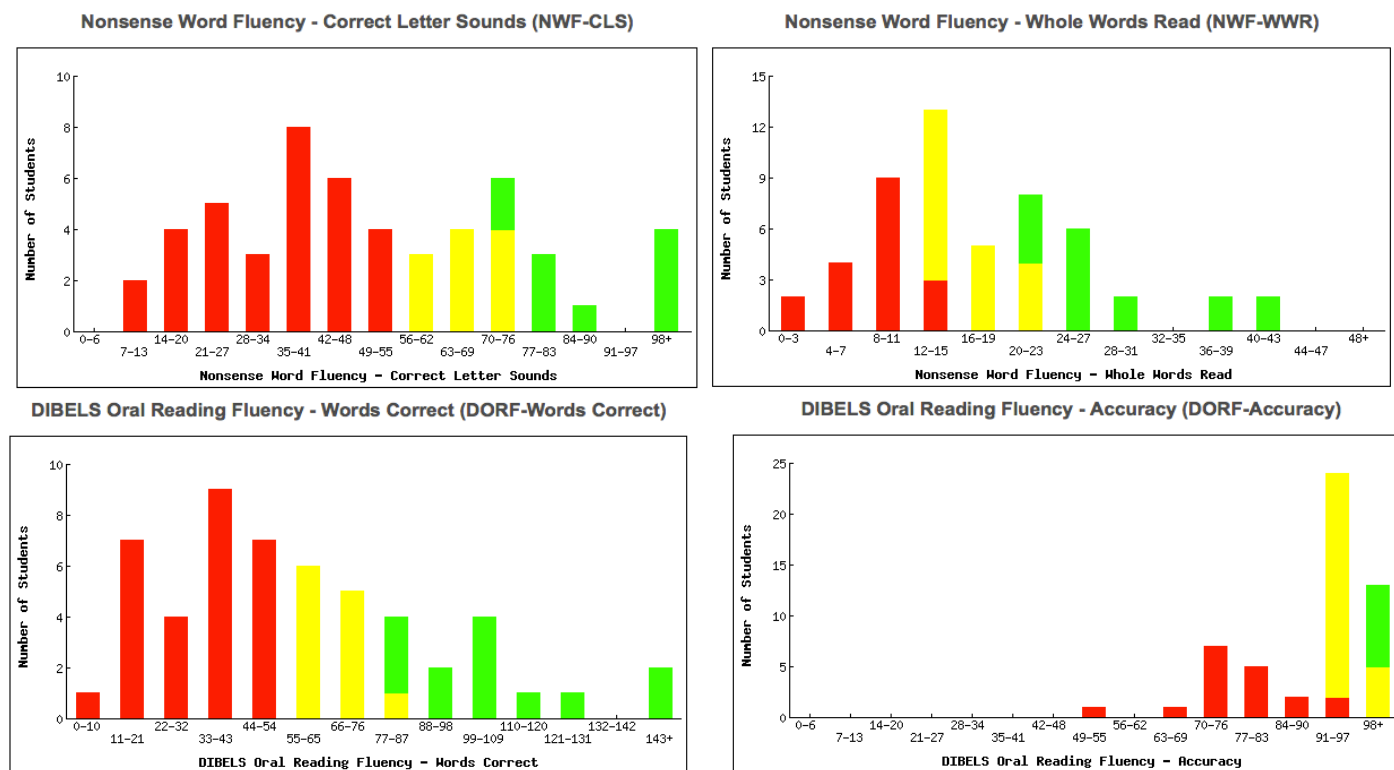
The **recommended goal** for the first trimester for the **NWF-WWR** measure is **22**. Analysis of the results of the NWF-WWR measure indicate that **30%** (n=16) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **36%** (n=19) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **34%** (n=18) scored *Well Below Benchmark* and are *Likely to Need Intensive Support*.

The **recommended goal** for the first trimester for the **DORF-WC** measure is **80**. Analysis of the results of the DORF-WC measure indicate that **25%** (n=13) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **23%** (n=12) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **53%** (n=28) scored *Well Below Benchmark* and are *Likely to Need Intensive Support*.



The **recommended goal** for the first trimester for the **DORF-Accuracy** measure is **99%**. Analysis of the results of the DORF-Accuracy measure indicate that **15%** (n=8) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **51%** (n=27) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **34%** (n=18) scored *Well Below Benchmark* and are *Likely to Need Intensive Support*.

The following bar graphs indicate the number of second grade students who are **Well Below Benchmark** (NWF-CLS, n=32; NWF-WWR, n=18; DORF-WC, n=28; DORF-AC, n=18), **Below Benchmark** (NWF-CLS, n=11; NWF-WWR, n=19; DORF-WC, n=12; DORF-AC, n=27), and **At or Above Benchmark** (NWF-CLS, n=10; NWF-WWR, n=16; DORF-WC, n=13; DORF-AC, n=8), for the first trimester according to the *Recommended Goals* for the NWF-CLS, NWF-WWR, DORF-WC and DORF-Accuracy measures:



Words Their Way Assessment

Sixty-one second grade girls were administered the **Words Their Way (WTW) Primary Spelling Inventory (PSI)** in September of 2014. The results of the WTW PSI, based on the mean scores for each spelling feature, indicate that the majority of girls are in the **late Letter-Name Alphabetic stage** and need continued work on the features of **digraphs** and **blends**.

Second Grade	Initial Consonants	Final Consonants	Short Vowel	Digraphs	Blends
Minimum Score	0	0	0	0	0
Maximum Score	7	7	7	7	7
Mean Score	6.7	6.4	6.2	4.5	4.6

Several girls scored in the **early to middle Within Word Pattern stage** and need direct instruction in **common long vowels** and **other vowels**. The average placement of the girls in the **late Letter-Name Alphabetic stage** is confirmed by the low mean scores on the **long vowels**, **other vowels**, and **inflected endings** and correct. Girls near or approaching the **inflected endings stage** should be administered the **Elementary Spelling Inventory** during the next assessment cycle.

Second Grade	Long Vowels	Other Vowels	Inflected Endings	Correct Spellings
Minimum Score	0	0	0	0
Maximum Score	7	7	7	26
Mean Score	2.6	1.4	1.8	9.6

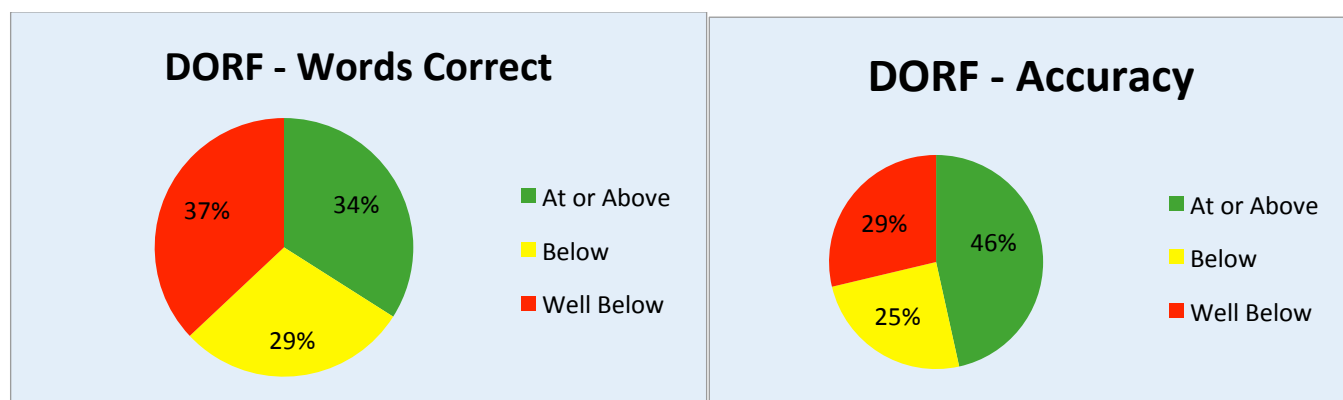
Third Grade

Seventy-three third grade students completed **DIBELS Oral Reading Fluency-Words Correct (DORF-WC)**, **DIBELS Oral Reading Fluency-Accuracy (DORF-Accuracy)**, and **DIBELS DAZE** assessments as literacy indicators for the first trimester of the 2014-2015 school year. The **DORF** and **DAZE** are designed to identify students who may need additional instructional support and can be used to monitor progress toward instructional goals. The following composite score table provides an overall assessment of the basic literacy skills for the beginning third grade trimester.

Third Grade	DORF-Words Correct	DORF-Accuracy	DAZE-Adjusted
Minimum Score	0	0	0
Maximum Score	300	100%	51
Mean Score	81.4	96.2%	8.1
Median Score	83	98%	7
Mode Score	92, 122	99%	12
Benchmark Score	97	99%	14

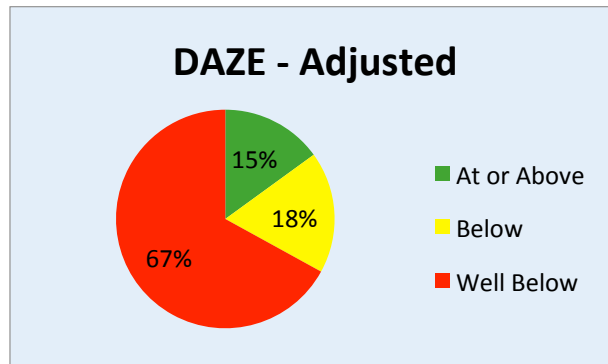
The **benchmark score** indicates the minimum score that meets acceptable literacy progress for the first trimester period.

The **recommended goals** for the first trimester for the **DORF-WC** measure is **97**. Analysis of the results of the **DORF-WC** measure indicate that **34%** (n=25) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **29%** (n=21) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **37%** (n=27) scored *Well Below Benchmark* and are *Likely to Need Intensive Support*.



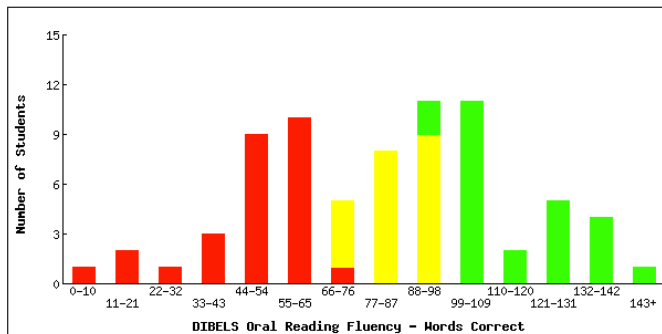
The **recommended goal** for the first trimester for the **DORF-Accuracy** measure is **99**. Analysis of the results of the **DORF-Accuracy** measure indicate that **46%** (n=34) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **25%** (n=18) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **29%** (n=21) scored *Well Below Benchmark* and are *Likely to Need Intensive Support*.

The **recommended goal** for the first trimester for the **DAZE-Adjusted** measure is **14**. Analysis of the results of the **DAZE-Adjusted** measure indicate that **15%** (n=11) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **18%** (n=13) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **67%** (n=49) scored *Well Below Benchmark* and are *Likely to Need Intensive Support*.

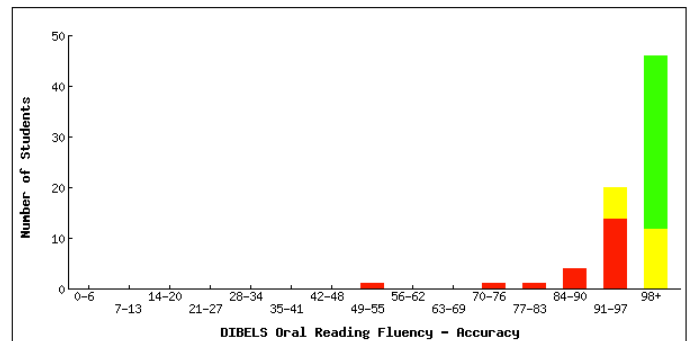


The following bar graphs indicate the number of third grade students who are **Well Below Benchmark** (DORF-WC, n=27; DORF-AC, n=21; DAZE-Adjusted, n=49), **Below Benchmark** (DORF-WC, n=21; DORF-AC, n=18; DAZE-Adjusted, n=13), and **At or Above Benchmark** (DORF-WC, n=25; DORF-AC, n=34; DAZE-Adjusted, n=11), for the first trimester according to the *Recommended Goals* for the DORF-WC, DORF-Accuracy, DAZE-Adjusted measures:

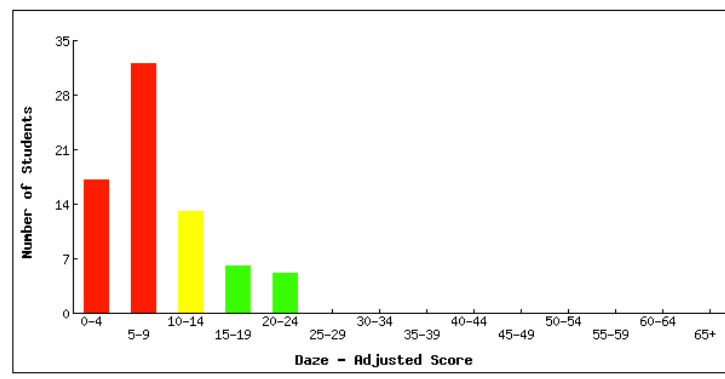
DIBELS Oral Reading Fluency - Words Correct (DORF-Words Correct)



DIBELS Oral Reading Fluency - Accuracy (DORF-Accuracy)



Daze - Adjusted Score (Daze-Adjusted)



Words Their Way Assessment

Sixty-nine third grade girls were administered the **Words Their Way (WTW) Primary Spelling Inventory (PSI)** in September of 2014. The results of the *WTW PSI*, based on the mean scores for each spelling feature, indicate that the majority of girls are in **the Early Within Pattern stage** and need continued work on the features of **long vowels**.

Third Grade PSI	Initial Consonants	Final Consonants	Short Vowel	Digraphs	Blends
Minimum Score	0	0	0	0	0
Maximum Score	7	7	7	7	7
Mean Score	6.9	6.8	6.4	6.1	6.2

The average placement of the girls in the **Early Within Pattern stage** confirmed by the low mean scores on the **other vowels** and **inflected endings**. There are also **several girls** in the **late Within Word Pattern** and **Early Syllables and Affixes stages** who need **direct instruction** in **other vowels** and **inflected endings**. Based on the mean scores, the **Elementary Spelling Inventory** should be administered to these girls during the next assessment cycle.

Third Grade PSI	Long Vowels	Other Vowels	Inflected Endings	Correct Spellings
Minimum Score	0	0	0	0
Maximum Score	7	7	7	26
Mean Score	4.3	3.8	4.0	15.4

To best meet the developmental spelling needs of all girls, continued differentiated instruction following guidelines and activities found in *WTW* is recommended.

OVERALL STRENGTHS

Analysis of the data from the **Beginning DIBELS Benchmark** measures indicate that the Jacksonville GirlSMART program is supporting success of emerging literacy skills for the **516 identified at-risk students** who are participating in the program. Overall, **more than half** of all **kindergartners** were **at or above** benchmark for emerging literacy skills with **60% meeting or surpassing FSF benchmark scores** and **67% of kindergartners meeting or surpassing LNF benchmark goals**. This **positive trend** continued in **first grade** with **45% of students meeting or surpassing LNF benchmark goals** and **84% meeting or surpassing NWF-WWR benchmark goals**. The assessment results for ***Words Their Way*** revealed that the majority of girls for all grade levels are at an appropriate developmental spelling stage for their grade level.

Areas of Concern

Although on some assessment measures the majority of girls scored at or above benchmark, there are still **too many girls** whose assessment scores place them **well below benchmark**. Students in the early grades who score **below** and **well below** benchmark are at **risk of falling further behind** with each grade level. For example, **40% of kindergartners** scored **below** or **far below** on **FSF** and **33% scored below or far below on LNF benchmark goals**. The **DIBELS scores** of **subsequent grades** place the **majority of girls below or well below benchmark**. For example, **54% of first graders** were **below** or **well below benchmark** on the **LNF** and **57% were below or well below benchmark** on the **NWF-CLS**. Of **great concern** is the **large percentage** of **second** and **third grade** girls who scored **below** or **far below benchmark** on **DORF measures**. **Seventy-five percent** of all **second graders** were **below** or **far below benchmark** on the **DORF-Words Correct**, **85% scored in this same range** for **DORF-Accuracy** and **more than 70% scored below or far below benchmark** on **both NWF assessments**. **Third grade girls** were also at **high risk**, with **66% scoring below or far below benchmark** on **NWF – Words Correct** and **54% scoring in this same range** for **DORF-Accuracy**. Additionally, **85% scored below or far below benchmark** on the **DAZE-adjusted assessment**.

RECOMMENDATIONS FOR GROWTH

Girls who scored **below** and **well below benchmark** on **FSF, LNF** and **NWF** need **intensive phonics instruction** through one on one or **small group instruction**. For all **phonics activities**, it is important to **emphasize** the **sound first** and **then the letter** that represents the sound. **Rhyming books, word family sorts** and other **WTW sorts** should be used regularly for the lower grades. **Speed sorts** and **blind sorts** should be used regularly and **more emphasis** should be place on **WTW writing activities** for students at the end of grade 1 through 3. Teachers should consult the WTW book for activities that focus on **rapid word recognition** (automaticity) and **writing activities** (for end of grade 1 through 3).

Ample time each day should be devoted to increasing the number of literacy activities that support students' ability to **read accurately and fluently**. Activities such as **guided reading, shared reading, choral reading, independent reading, repeated readings, Reader's Theater** and other **"eyes on the page"** activities are needed to **improve students' fluency**. Students whose test results indicate that they are **below** and **well below** benchmark need **special support** via **one on one** or **small group instruction** using **choral reading** or **guided reading** to ensure that they are making gains in fluency. Giving them **access to books at their independent reading level** during free time within the literacy hour, having them **record themselves reading**, and **sending books home** with them to read on their own or to others will also improve their fluency.

Additional focus on comprehension and **constructing meaning** needs to be incorporated in the **second** and **third grade** programs. This can be done through **guided reading, interactive** and **dialogic read alouds**, and **teacher read alouds** that incorporate **comprehension strategies** from *Strategies that Work* and asking **questions that elicit language**. Lastly, **post-reading** activities that include **discussion** and **writing activities** that allow students to show their comprehension of the text should also be implemented.

Analyzing the individual student's measures by visiting the DIBELS website under the **Reports** tab and clicking on the Class Progress Summary (K-2) and the Grade List (3) tabs or by using the Excel spreadsheet provided by the external evaluator would support increased opportunities for small group and individualized differentiation to meet the needs of the most at risk students.