

## GirlSMART Omaha

### Benchmark 1 Report ~ 2014-15

The GirlSMART Omaha site uses the DIBELS Next, *CORE* and *Words Their Way* assessments to measure and diagnose student literacy needs. **One hundred twenty-three 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.

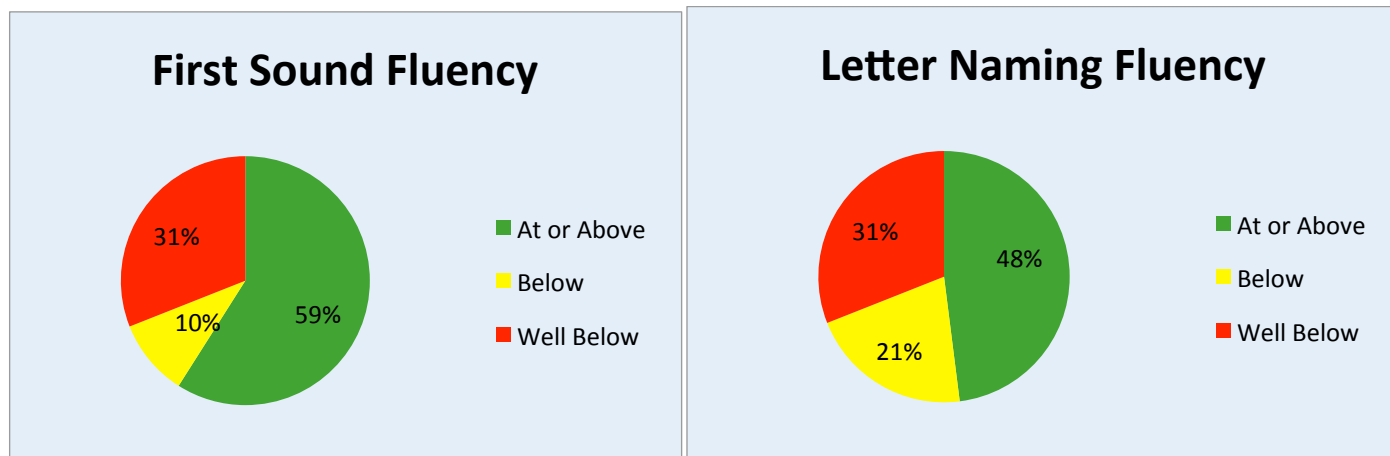
#### Kindergarten

**Twenty-nine 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	22.7	30.3
Median Score	26	28
Mode Score	0	52
Benchmark Score	23	29

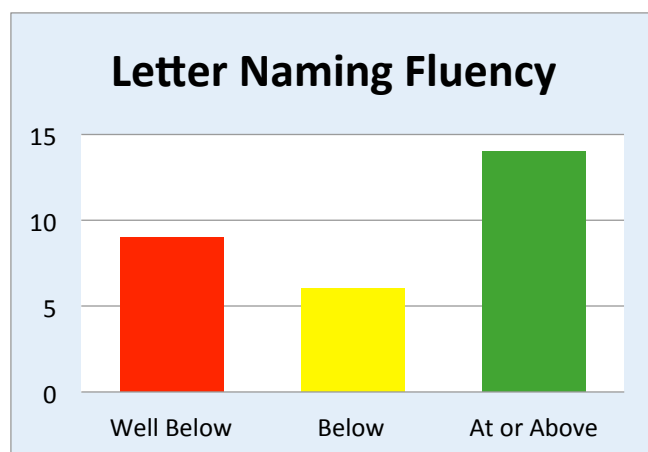
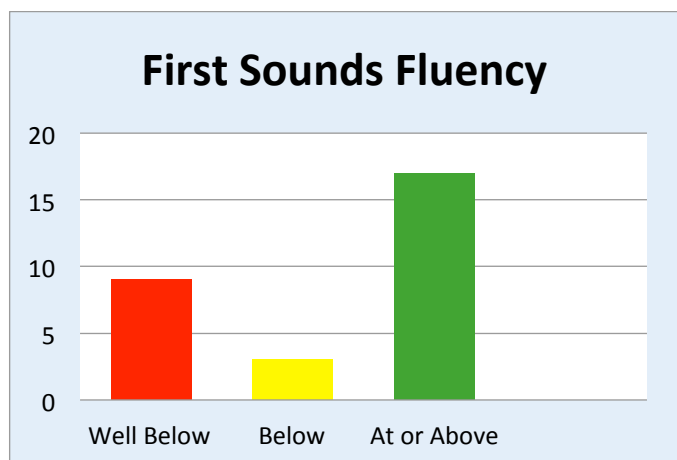
The **benchmark scores** indicate the minimum score that meets acceptable literacy progress for the first trimester period.

The **Recommended goal** for the first trimester for the **FSF** measure is **23**. Analysis of the results of the **FSF** subtest indicate that **59%** (n=17) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **10%** (n=3) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **31%** (n=9) 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 **48%** (n=14) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **21%** (n=6) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **31%** (n=9) 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**, **Below Benchmark**, and **At or Above Benchmark** for the first trimester according to the *Recommended Goals* for the FSF and LNF measures:



### CORE Assessment Results

Thirty-one kindergarteners were administered the **CORE** assessments for **upper** and **lower case** letter names. For the **upper case letter** naming assessment, **3** of the 31 girls demonstrated **mastery** of the letters (*all 26 letters named correctly*), **10** were **approaching mastery** (*22-25 letters named correctly*), **8** need **substantial support** (*10-21 letters named correctly*) and **10** girls require **intensive support** (*0-9 letters named correctly*).

Kindergarten	Upper Case Letter Naming	Lower Case Letter Naming
Minimum Score	0	0
Maximum Score	26	26
Mean Score	16.7	13.3
Mastery (26)	10%	0%
Approaching (22-25)	32%	26%
Substantial support (10-21)	26%	35%
Intensive support (0-9)	32%	39%

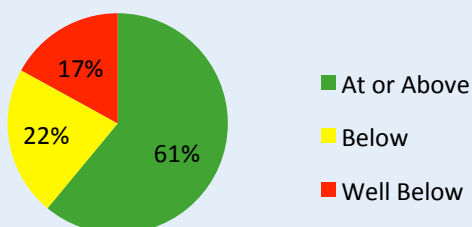
For the **lower case letter** naming assessment, **0** of the 31 girls demonstrated **mastery** of the letters (*all 26 letters named correctly*), **8** were **approaching mastery** (*22-25 letters named correctly*), **11** need **substantial support** (*10-21 letters named correctly*) and **12** girls require intensive support (*0-9 letters named correctly*).

### First Grade

Thirty-six 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	60	45.9	42.8	11.3
Median Score	60	45	50.5	10.5
Mode Score	57 & 65	44 & 48	30 & 31	9 & 10
Benchmark Score	58	Not Defined	42	7

### Letter Naming Fluency

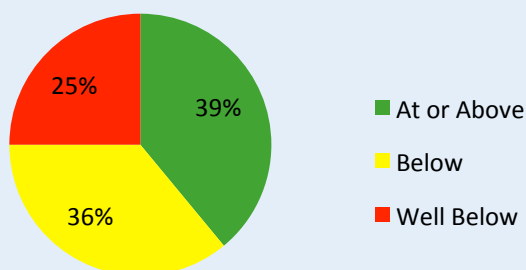


The **recommended goal** for the first trimester for the LNF measure is **58**. Analysis of the results of the LNF measure indicate that **61%** (n=22) of the students who completed this subtest scored **At or Above Benchmark** and are *Likely to Need Core Support*, **22%** (n=8) scored **Below Benchmark** and are *Likely to Need Strategic Support* and **17%** (n=6) scored **Well Below Benchmark** and are *Likely to Need Intensive Support*.

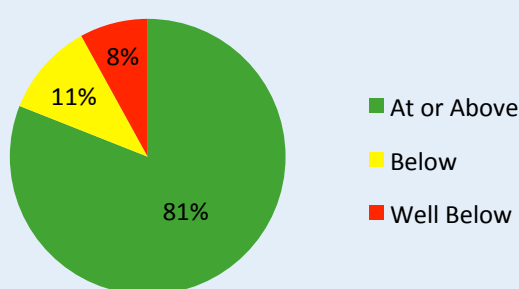
The **recommended goal** for the first trimester for the PSF measure is **not defined**.

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 **39%** (n=14) of the students who completed this subtest scored **At or Above Benchmark** and are *Likely to Need Core Support*, **36%** (n=13) scored **Below Benchmark** and are *Likely to Need Strategic Support* and **25%** (n=9) scored **Well Below Benchmark** and are *Likely to Need Intensive Support*.

### NWF - Correct Letter Sounds

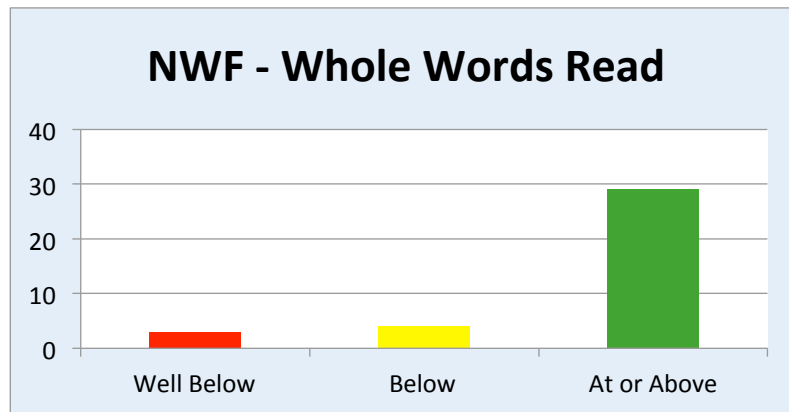
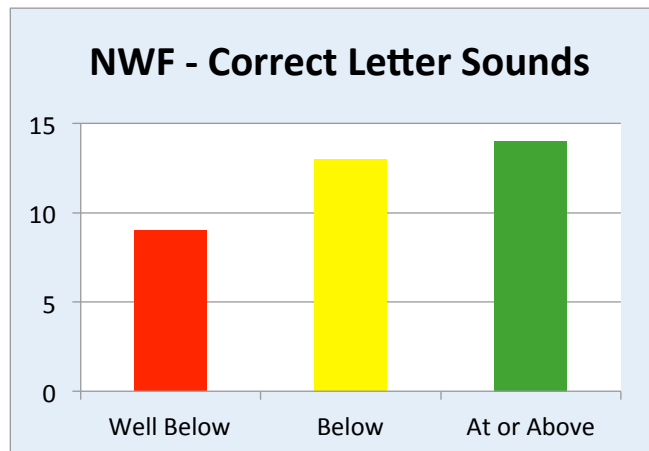
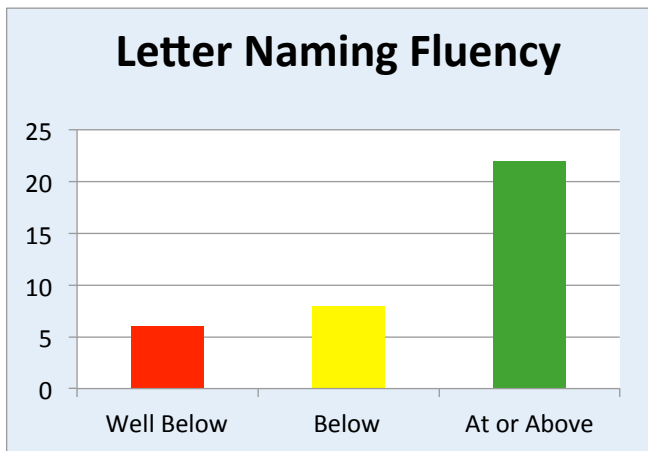


### NWF - Whole Words Read



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 **81%** (n=29) of the students who completed this subtest scored **At or Above Benchmark** and are *Likely to Need Core Support*, **11%** (n=4) scored **Below Benchmark** and are *Likely to Need Strategic Support* and **8%** (n=3) 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**, **Below Benchmark**, and **At or Above Benchmark** for the first trimester according to the *Recommended Goals* for the LNF, NWF-CLS, and NWF-WWR measures:

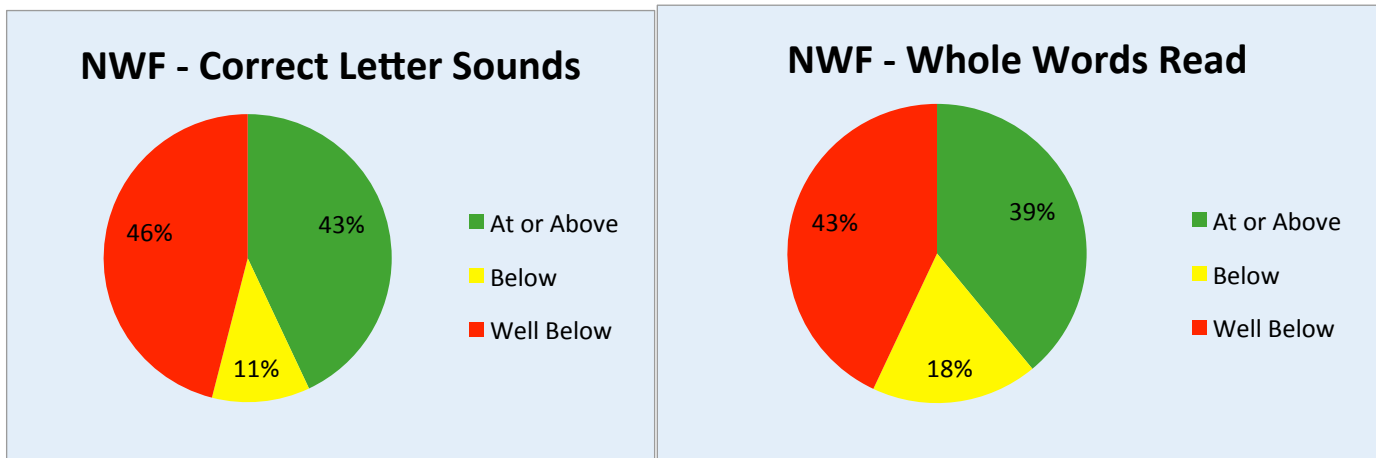


## Second Grade

**Twenty-eight 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.

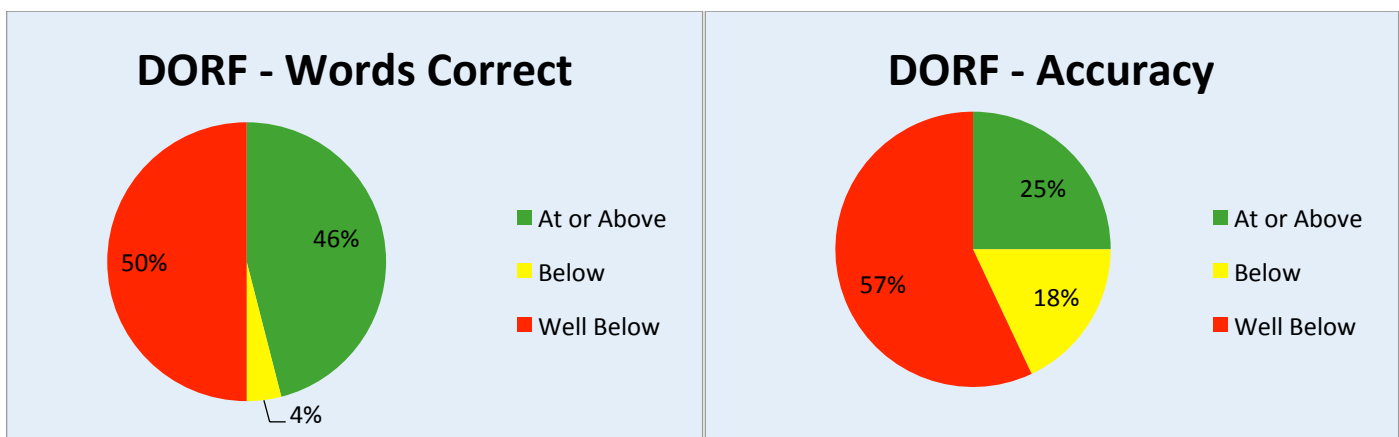
Second Grade	NWF-CLS	NWF-WWR	DORF-Words Correct	DORF-Accuracy
Minimum Score	0	0	0	0%
Maximum Score	143	50	275	100%
Mean Score	71.5	19.2	67.4	90.4%
Median Score	66.5	19.5	59.5	90%
Mode Score	127	28	17, 47, 98	99%
Benchmark Score	74	22	80	99%

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 **43%** (n=12) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **11%** (n=3) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **46%** (n=13) scored *Well Below Benchmark* and are *Likely to Need Intensive Support*.



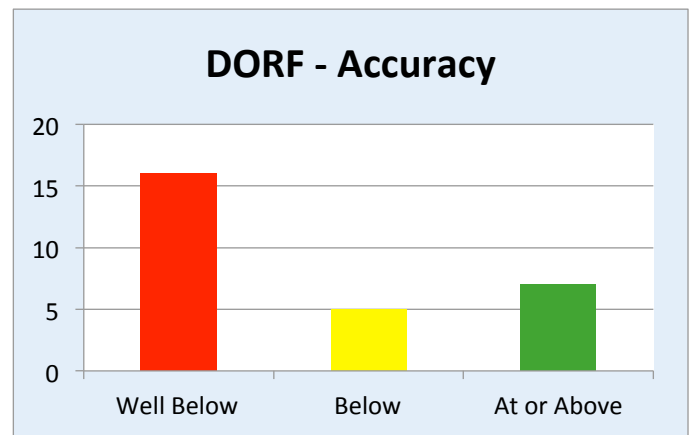
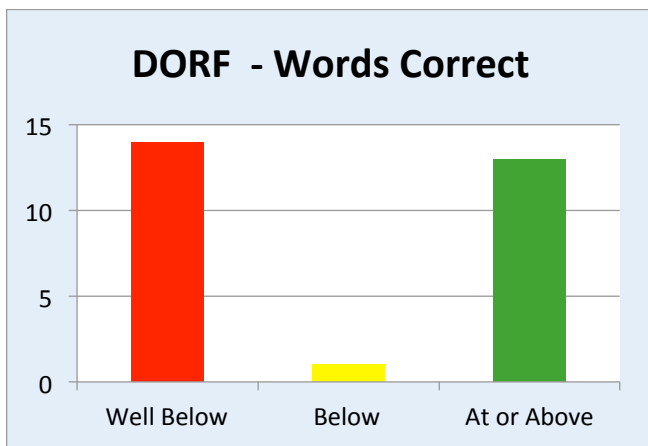
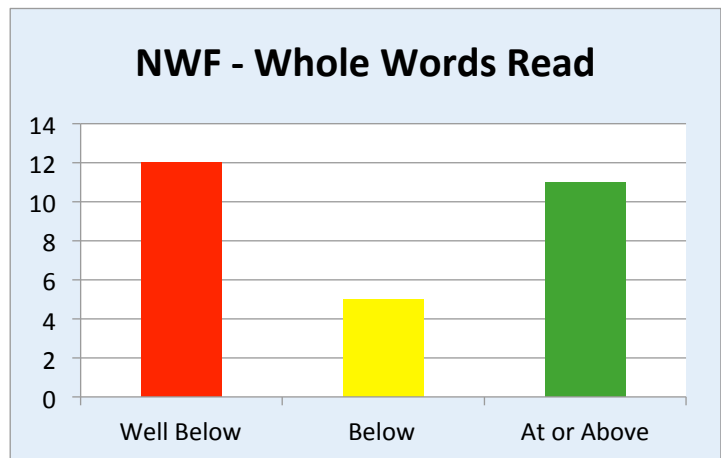
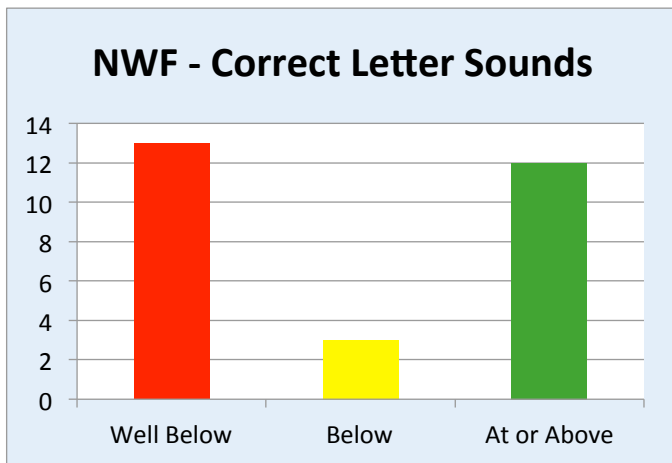
The **recommended goal** for the first trimester for the **NWF-WWR** measure is **22**. Analysis of the results of the **NWF-WWR** measure indicate that **39%** (n=11) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **18%** (n=5) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **43%** (n=12) 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 **46%** (n=13) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **4%** (n=1) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **50%** (n=14) 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 **21%** (n=7) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **38%** (n=13) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **41%** (n=14) 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**, **Below Benchmark**, and **At or Above Benchmark** 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

**Forty-two first and second** grade girls were administered the **Words Their Way (WTW) Primary Spelling Inventory (PSI)** on September 24, 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 **middle to late Letter-Name Alphabetic stage** and need continued work on the features of **digraphs** and **blends**.

First & Second Grades	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	6.6	5.7	3.6	3.6

Very few girls made **less than 2 errors past the late Letter-Name Alphabetic stage**, however all were given the entire test. The average placement of the girls in the middle to late Letter-Name Alphabetic stage is confirmed by the low mean scores on the long vowels, other vowels, inflected endings and correct spellings assessments. One girl made less than 2 errors through inflected endings and should be administered the Elementary Spelling Inventory during the next assessment cycle.

First & Second	Long Vowels	Other Vowels	Inflected Endings	Correct Spellings
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Grades				
Minimum Score	0	0	0	0
Maximum Score	7	7	7	26
Mean Score	1.3	.6	1.1	6.7

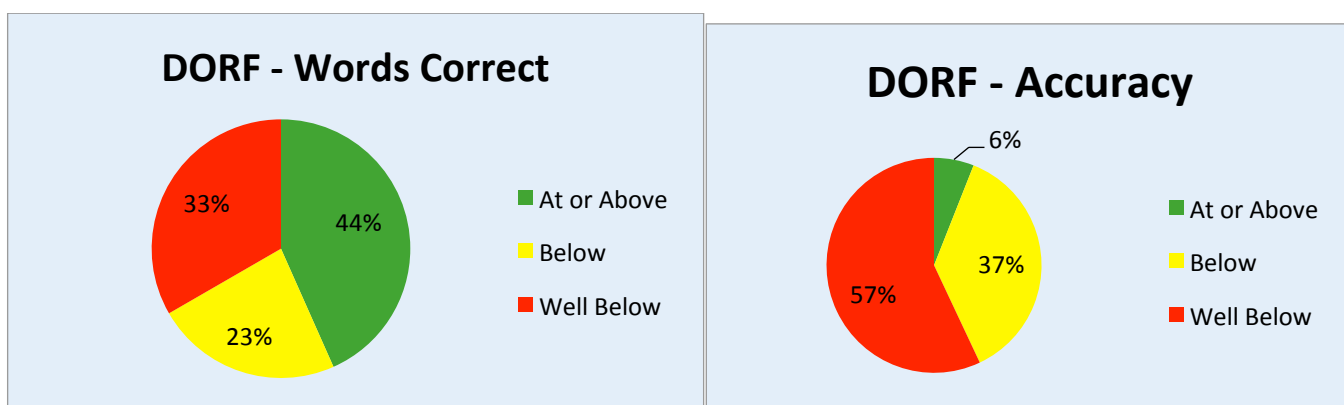
### Third Grade

Thirty 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	83.9	93.5%	9.7
Median Score	89.5	96%	9.5
Mode Score	107, 108, 127	98%	10
Benchmark Score	97	99%	14

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

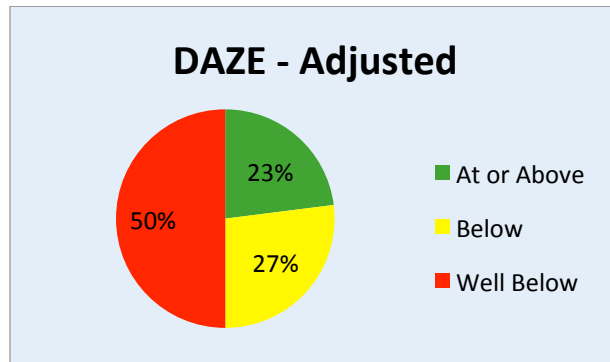
The **recommended goals** for the first trimester for the **DORF-WC** measure is **97**. Analysis of the results of the **DORF-WC** measure indicate that **43.3%** (n=13) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **23.3%** (n=7) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **33.3%** (n=10) scored *Well Below Benchmark* and are *Likely to Need Intensive Support*.



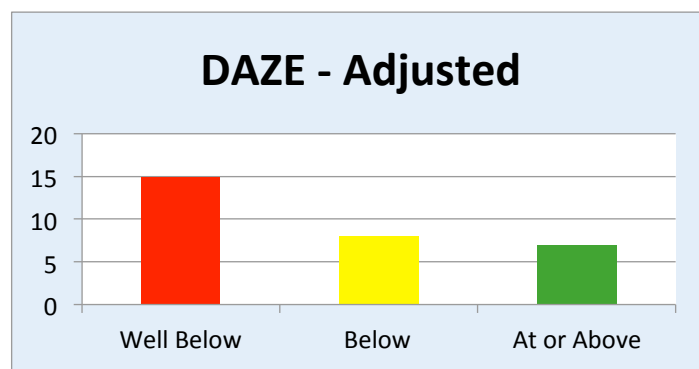
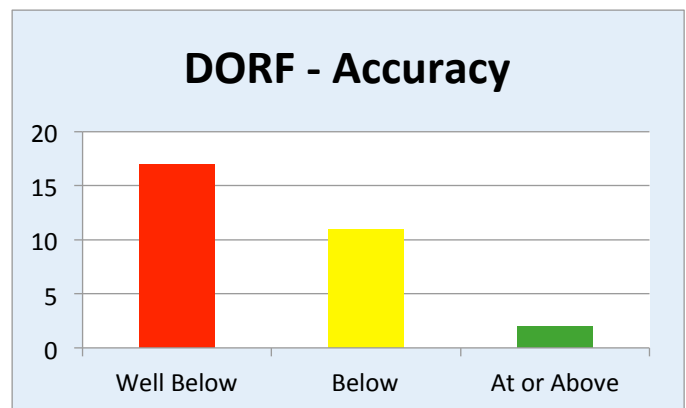
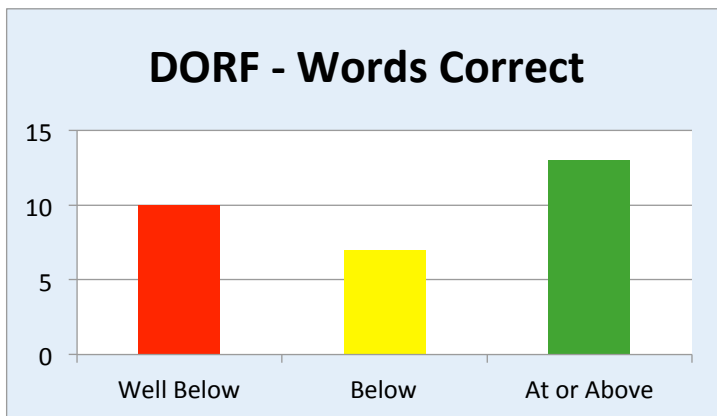
The **recommended goal** for the first trimester for the **DORF-Accuracy** measure is **99**. Analysis of the results of the **DORF-Accuracy** measure indicate that **6%** (n=2) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **37%** (n=11) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **57%** (n=17) 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 **DORF-Accuracy** measure indicate that **23%** (n=7) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **27%** (n=8) scored *Below Benchmark* and are *Likely to*

*Need Strategic Support* and **50%** (n=15) 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*, *Below Benchmark*, and *At or Above Benchmark* for the first trimester according to the *Recommended Goals* for the DORF-WC, DORF-Accuracy, DAZE-Adjusted measures:



### Words Their Way Assessment

**Eleven third grade girls** were administered the **Words Their Way (WTW) Primary Spelling Inventory (PSI)** on September 24, 2014 and **twelve third grade girls** were administered the **WTW Elementary Spelling Inventory (ESI)**. The results of the two inventories were kept separate. 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	6.4	6.3

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	3.9	2.6	3.1	14

**Twelve third grade girls** were administered the **WTW Elementary Spelling Inventory (ESI)**. The results of the WTW ESI, based on the mean scores for each spelling feature, indicate that the **overwhelming majority** of girls are in **at least the late Within Word Pattern stage** while several are in the **middle to late syllables and affixes stage**.

Third Grade ESI	Consonants	Short Vowel	Digraphs	Blends	Long Vowels
Minimum Score	0	0	0	0	0
Maximum Score	7	5	6	7	5
Mean Score	6.3	4.6	5.3	6.3	4.3

Third Grade ESI	Other Vowels	Inflected Endings	Syllable Junctures	Unaccented Final Syllables	Harder Suffixes
Minimum Score	0	0	0	0	0
Maximum Score	7	5	5	5	5
Mean Score	4.5	2.9	3.6	2.6	.5

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 Omaha GirlSMART program is supporting success of emerging literacy skills for the **123 identified at-risk students** who are participating in the program. Overall, **more than half** of all **kindergarteners** were **at or above** benchmark for emerging literacy skills with **59% meeting or surpassing FSF benchmark scores** and **48% of kindergarteners meeting or surpassing LNF benchmark goals**. This **positive trend** continued in **first grade** with **61% of students meeting or surpassing LNF benchmark goals** and **81% meeting or surpassing NWF-WWR benchmark goals**. **Second grade and third grade students** also showed **some success** on the **DORF**, with **46% scoring at or above**

**benchmark** on the **DORF- Words Correct** assessment and **44%** of **third graders** scoring **at or above benchmark** on this same assessment. 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 most assessment measures the majority of girls scored at or above benchmark, there are still **too many girls** whose assessment scores place them **far below benchmark**. Students in the early grades who score **below** and **far below** benchmark are at **risk of falling further behind** with each grade level. For example, **41%** of **kindergartners** are **below** or **far below** **FSF benchmark scores** and **52%** of **kindergartners** are **below** or **far below** **LNF benchmark goals**. Of greatest concern is the **large percentage** of **second** and **third grade** girls who scored **below** or **far below benchmark** on **DORF-Accuracy** and **DAZE adjusted measures**. **Seventy-five percent** of all **second graders** are **below** or **far below benchmark** on the **DORF-Accuracy** and **more than 50%** scored **below** or **far below benchmark** on **both NWF assessments**. **Third grade girls** were also at **high risk**, with **94%** scoring **below** or **far below benchmark** on **NWF - Accuracy**. Additionally, **77%** scored **below** or **far below benchmark** on the **DAZE-adjusted assessment**.

### RECOMMENDATIONS FOR GROWTH

There is a **wide range of test results** on **WTW assessments** for all grades; on the **FSF**, **LNF** and **NWF** measures for **grades 1** and **2**; and on the **NWF** for **third grade**. The **disparity in results** indicates that **roughly half** of the girls (who scored below and far below benchmark) need **more intensive attention** through one on one or **small group instruction** in the area of **phonemic awareness** and **phonics 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 the are **below** and **far below** benchmark need **special support** via **one on one** or **small group instruction** using **choral reading** or **guided reading** to ensure that 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.