

GirlSMART—Venetia Valley

Benchmark 1 Report ~ 2014-2015

The GirlSMART Venetia Valley site uses the DIBELS Next assessments to measure and diagnose student literacy needs. Twenty-two Kindergarten, First Grade and Second Grade students who were identified by their school sites to be at-risk for school success were assessed in September - October 2014 in order to progress monitor academic performance in literacy.

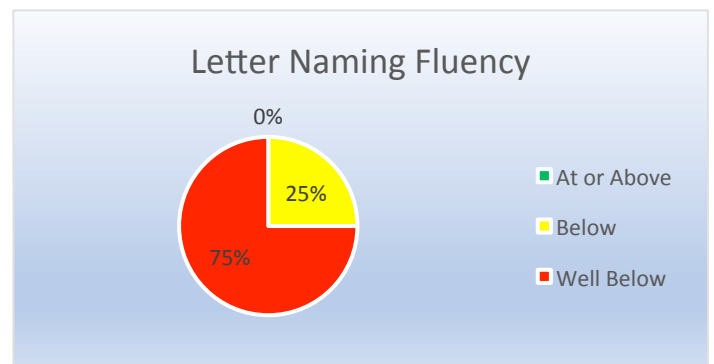
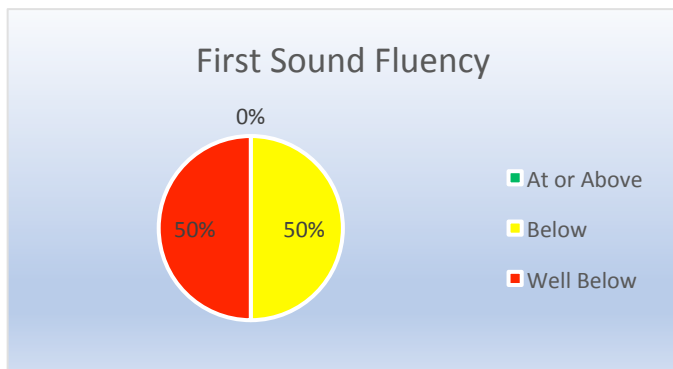
Kindergarten

Ten 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	9.5	13.5
Median Score	9	15
Mode Score	n/a	n/a
Benchmark Score	23	29

The Benchmark Scores indicates the minimum score that meets acceptable literacy progress for the first trimester period.

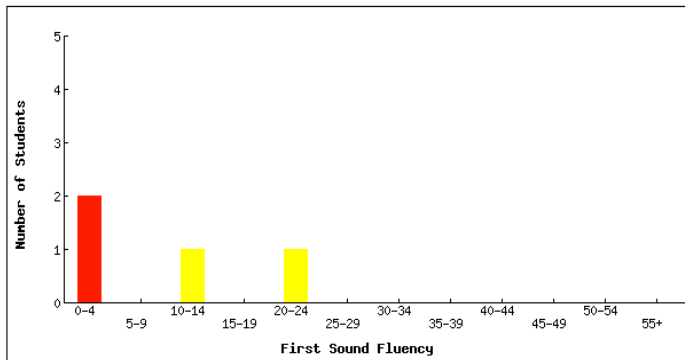
Recommended Goals for the first trimester for the FSF measure is 23. Analysis of the results of the FSF subtest indicate that 0% of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, 50% (n=2) scored *Below Benchmark* and are *Likely to Need Strategic Support* and 50% (n=2) scored *Well Below Benchmark* and are *Likely to Need Intensive Support*.



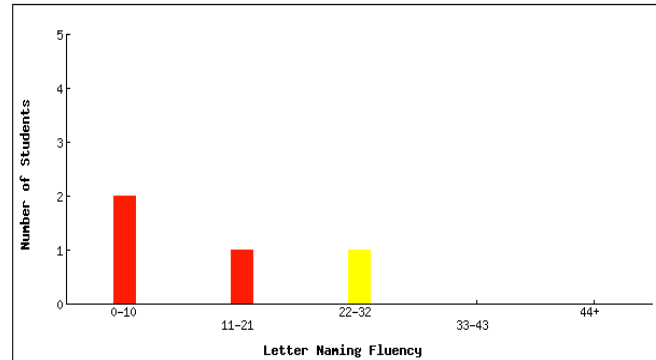
Recommended Goals for the first trimester for the LNF measure is 29. Analysis of the results of the LNF measure indicate that 0% of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, 25% (n=1) scored *Below Benchmark* and are *Likely to Need Strategic Support* and 75% (n=3) 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=2; LNF, n=3), *Below Benchmark* (FSF, n=2; LNF, n=1), and *At or Above Benchmark* (FSF, n=0; LNF, n=0), for the first trimester according to the *Recommended Goals* of the FSF and LNF measures:

First Sound Fluency (FSF)



Letter Naming Fluency (LNF)



CORE Assessment Results

Ten kindergarteners were administered the **CORE assessments** for **upper and lower case letter names** in **September** and **October**. The results reported below are from the second CORE assessment in October. Girls from both the English only and bilingual classes were tested. For the **upper case letter** naming assessment, the **mean score** correct was **14.5**. All but one student needs **intensive support**. For the **lower case letter** naming assessment, the **mean score** correct was **13**, with all but one student needing **intensive support**.

Kindergarten	Upper Case Letter Naming Oct	Lower Case Letter Naming Oct
Minimum Score	0	0
Maximum Score	26	26
Mean Score	14.5	13
Mastery (26)	0% (n=0)	0% (n=0)
Approaching (22-25)	30% (n=3)	10% (n=1)
Substantial support (10-21)	50% (n=5)	60% (n=6)
Intensive support (0-9)	20% (n=2)	30% (n=3)

On the assessment for **upper case letter naming**, **0** of the **10 girls** demonstrated **mastery** (*all 26 letters named correctly*), **3** were **approaching mastery** (*22-25 letters named correctly*), **5** need **substantial support** (*10-21 letters named correctly*) and **2** girls require **intensive support** (*0-9 letters named correctly*). On the assessment for **lower case letter naming**, **0** of the **10 girls** demonstrated **mastery** (*all 26 letters named correctly*), **1** was **approaching mastery** (*22-25 letters named correctly*), **6** need **substantial support** (*10-21 letters named correctly*) and **3** girls require **intensive support** (*0-9 letters named correctly*).

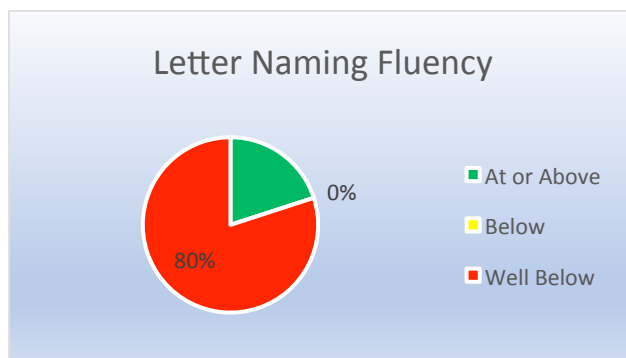
First Grade

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)** assessments as early literacy indicators for the first trimester of the 2015-2015 school year. 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 the ability to blend letters into words. The following composite score table provides an overall assessment 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	30.6	22.8	16.8	4.2
Median Score	25	23	7	1
Mode Score	n/a	n/a	n/a	0
Benchmark Score	58	Not Defined	42	7

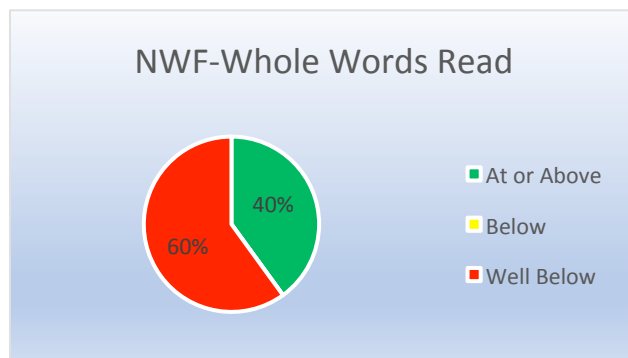
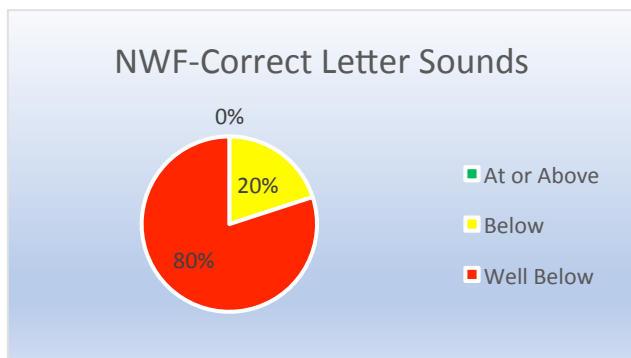
The Benchmark Scores indicates the minimum score that meets acceptable literacy progress for the first trimester period.

Recommended Goals for the first trimester for the LNF measure is 58. Analysis of the results of the LNF measure indicate that 20% (n=1) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, 0% (n=0) scored *Below Benchmark* and are *Likely to Need Strategic Support* and 80% (n=4) scored *Well Below Benchmark* and are *Likely to Need Intensive Support*.



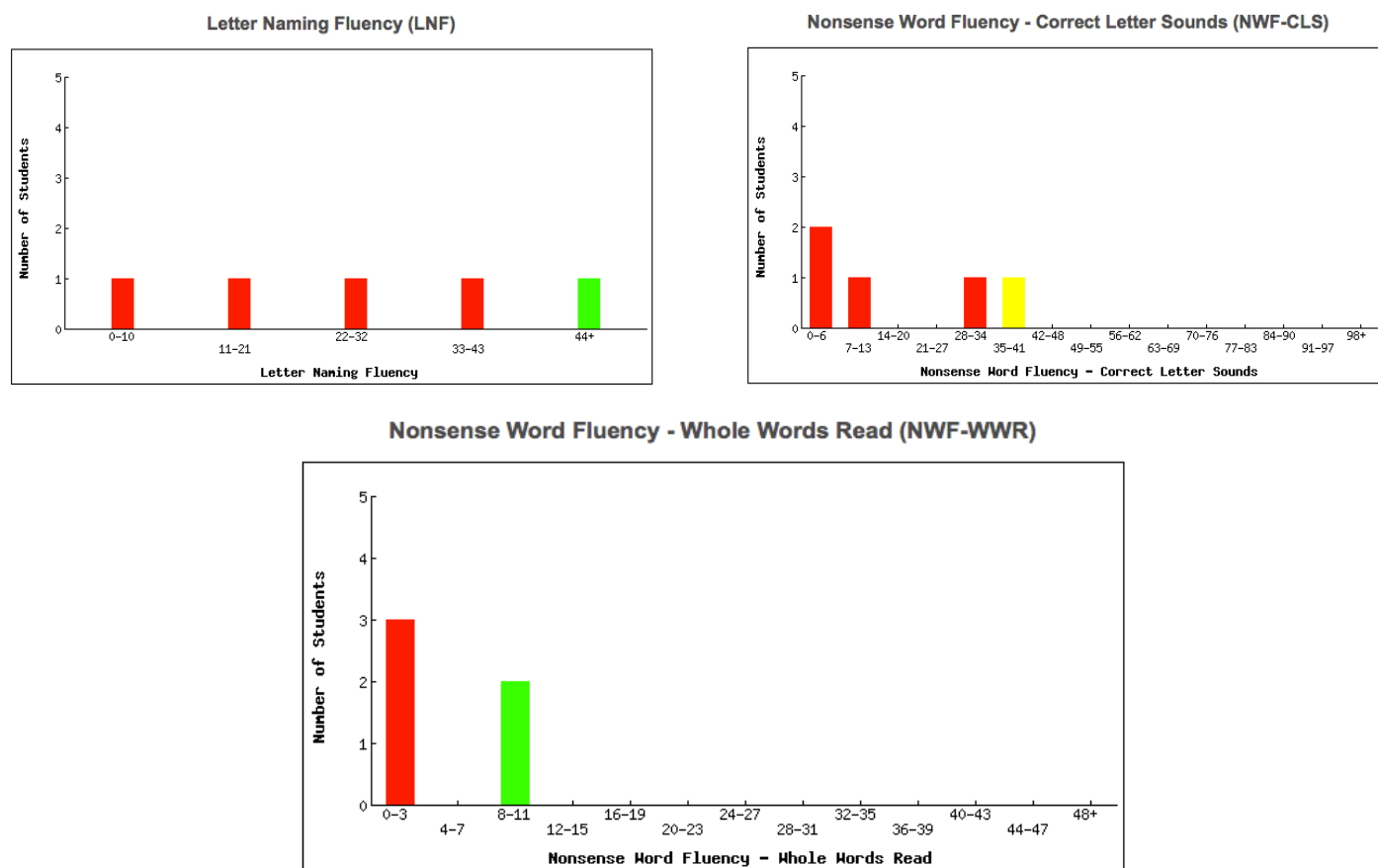
Recommended Goals for the first trimester for the PSF measure are not defined.

Recommended Goals for the first trimester for the NWF-CLS measure is 42. Analysis of the results of the NWF-CLS measure indicate that 0% (n=0) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, 20% (n=1) scored *Below Benchmark* and are *Likely to Need Strategic Support* and 80% (n=4) scored *Well Below Benchmark* and are *Likely to Need Intensive Support*.



Recommended Goals for the first trimester for the NWF-WWR measure is 7. Analysis of the results of the NWF-WWR measure indicate that 40% (n=2) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, 0% (n=0) scored *Below Benchmark* and are *Likely to Need Strategic Support* and 60% (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** (LNF, n=4; NWF-CLS, n=4; NWF-WWR, n=3) **Below Benchmark**, (LNF, n=0; NWF-CLS, n=1; NWF-WWR, n=0) and **At or Above Benchmark** (LNF, n=1; NWF-CLS, n=0; NWF-WWR, n=2) for the first trimester according to the *Recommended Goals* for the LNF, NWF-CLS, and NWF-WWR measures:



Words Their Way Assessment

Eight first grade girls were administered the **Words Their Way (WTW) Primary Spelling Inventory (PSI)** in November 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**. **Two girls** is in the **middle to late Letter Name-Alphabetic stage** and need **direct instruction** in **digraphs** while **three girls** are in the **early Letter Name-Alphabetic stage** and need **direct instruction** in **final consonant sounds**.

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	5.1	5.6	4	1	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	.14	.26	0	n/a

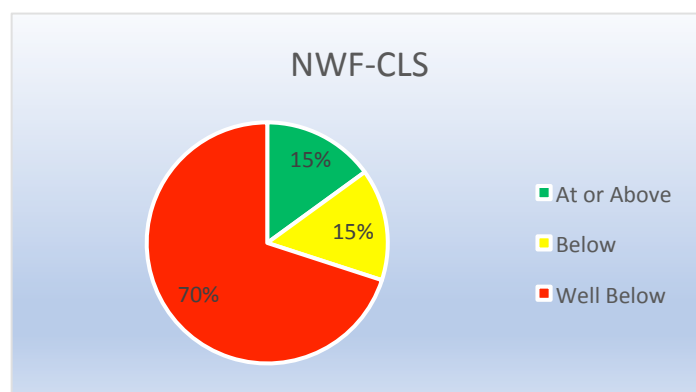
Second Grade

Thirteen Second Grade students completed the **Nonsense Word Fluency-Correct Letter Sounds (NWF-CLS)**, **DIBELS Oral Reading Fluency-Words Correct (DORF-WC)** and **Nonsense Word Fluency-Whole Words Read (NWF-WWR)** assessments as literacy indicators for the first trimester of the 2014-2015 school year. No scores were reported for the **DIBELS Oral Reading Fluency-Accuracy (DORF-Accuracy)**. The NWF measures alphabetic principle including letter-sound correspondence in which letters represent their most common sounds and 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.

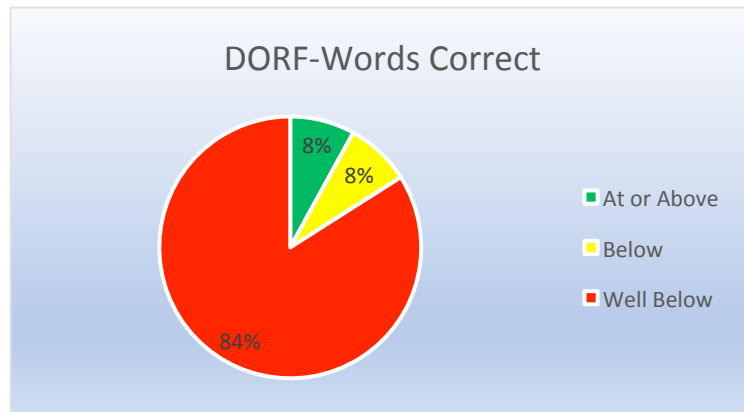
Second Grade	NWF-CLS	NWF-WWR	DORF-Words Correct	DORF-Accuracy
Minimum Score	0	0	0	0%
Maximum Score	143	50	275	100%
Mean Score	49.3	13.5	35.9	n/a
Median Score	36	11	34	n/a
Mode Score	31 & 36	7	34	n/a
Benchmark Score	74	22	80	99%

The Benchmark Scores indicates the minimum score that meets acceptable literacy progress for the first trimester period.

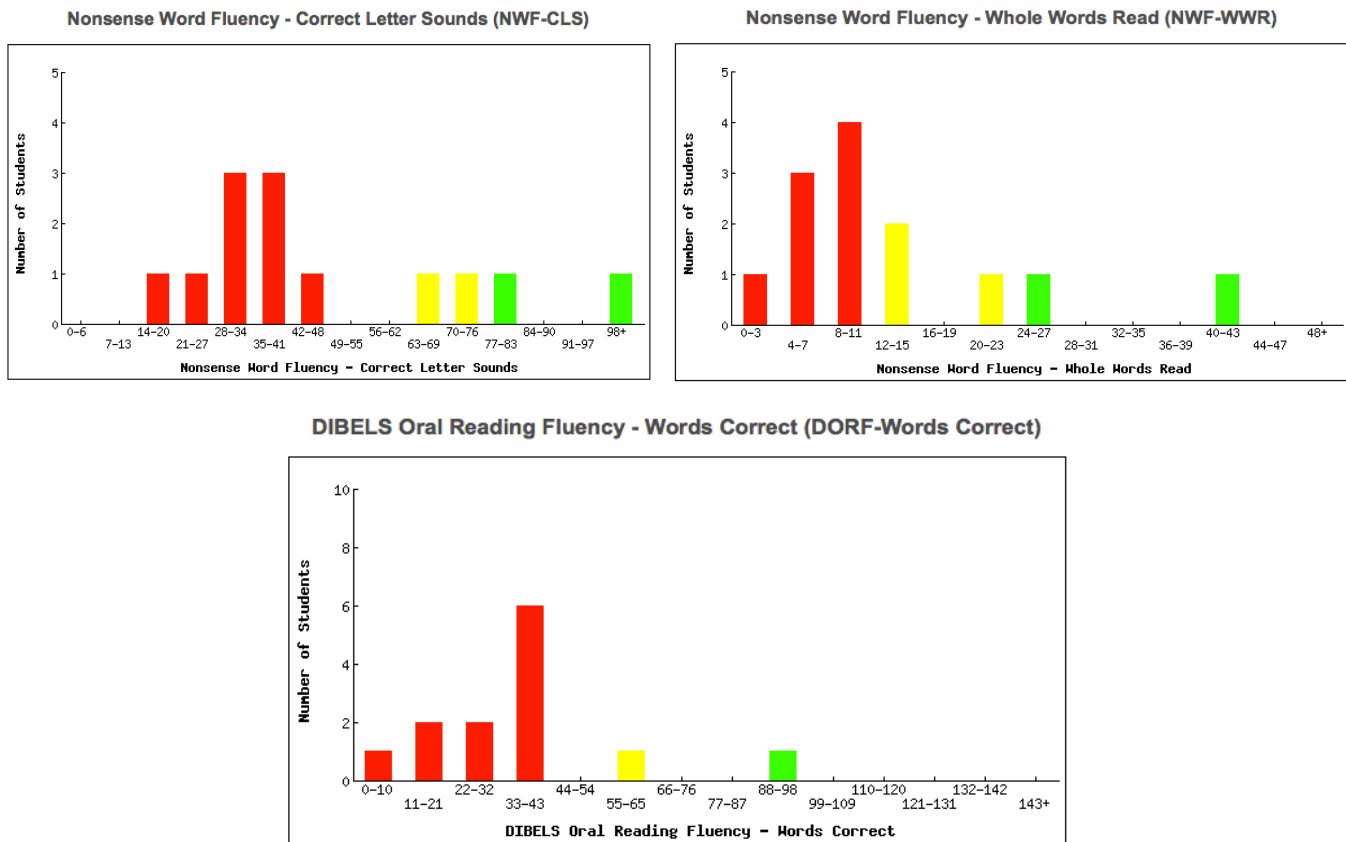
Recommended Goals for the first trimester for the NWF-CLS measure is 74. Analysis of the results of the NWF-CLS measure indicate that 15% (n=2) of the students who completed this measure scored *At or Above Benchmark* and are *Likely to Need Core Support*, 15% (n=2) scored *Below Benchmark* and are *Likely to Need Strategic Support* and 70% (n=9) scored *Well Below Benchmark*.



Recommended Goals for the first trimester for the DORF-Words Correct measure is 80. Analysis of the results of the DORF-Word Correct measure indicate that 8% (n=1) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, 8% (n=1) scored *Below Benchmark* and are *Likely to Need Strategic Support* and 84% (n=11) 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=9; NWF-WWR, n=8; DORF-WC, n=11), **Below Benchmark** (NWF-CLS, n=2; NWF-WWR, n=3; DORF-WC, n=1), and **At or Above Benchmark** (NWF-CLS, n=2; NWF-WWR, n=2; DORF-WC, n=1) for the first trimester according to the *Recommended Goals* for the NWF-CLS and DORF-WC measures:



Words Their Way Assessment

Thirteen second grade girls were administered the **Words Their Way (WTW) Primary Spelling Inventory (PSI)** in November 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 **middle to late Letter Name-Alphabetic** and need continued review work on the features of **short vowels** and **consonant digraphs**. **Two** girls are in the **early to middle Within Word Pattern** stage and need direct instruction in long vowel patterns.

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	6.5	5.8	4.9	3.9	1.3

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

Second Grade	Long Vowels	Other Vowels	Inflected Endings	Correct Spellings
Minimum Score	0	0	0	0
Maximum Score	7	7	7	26
Mean Score	1.5	1	n/a	n/a

*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 Venetia Valley GirlSMART program is supporting success of emerging literacy skills for the more than **22 identified at-risk students** who are participating in the program. **Twenty percent of first grade met or surpassed LNF benchmark goals and 40% met or surpassed 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

The **majority of girls** had assessment scores the placed them **below** or **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, **100% of kindergartners** scored **below** or **far below** on **FSF** and **LNF benchmark goals**. The **DIBELS scores of subsequent grades** place the **majority of girls below** or **well below benchmark**. For example, **80% of first graders** were **below** or **well below benchmark** on the **LNF** and the **NWF-CLS** and **60%** were scored at this same level on the **NWF-WWR**. Of **great concern** is the **large percentage** of **second girls** who scored **below** or **far below benchmark** on the **NWF-CLS** and **DORF-WC** measures. **Ninety-two percent** of all **second graders** were **below** or **far below benchmark** on the **DORF-Words Correct** and **85%** scored **below benchmark** on the **NWF-CLS** measure.

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 2. Teachers should consult the WTW book for activities that focus on **rapid word recognition** (automaticity) and **writing activities** (for end of grade 1 through 2).

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 grade** program. 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.