

## GirlSMART Carver

### Benchmark 2 Report ~ 2014-15

The GirlSMART Carver site uses the DIBELS Next, *CORE* and *Words Their Way* assessments to measure and diagnose student literacy needs. **Thirty-five kindergarten, first, second, and third grade** students who were identified by their school sites to be at-risk for literacy success were assessed in January – February 2015 in order to progress monitor academic performance in literacy.

#### Kindergarten

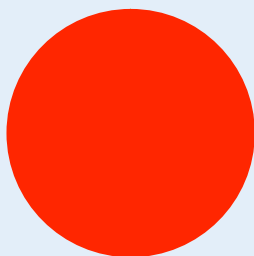
**Four kindergarten** students completed the **First Sound Fluency (FSF)**, **Letter Naming Fluency (LNF)**, **Phoneme Segmentation Fluency (PSF)**, and **Nonsense Word Fluency-Correct Letter Sounds (NWF-CLS)**, measures as early literacy indicators. The **LNF** identifies students who are at-risk for 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 the 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 middle trimester of kindergarten.

Kindergarten	First Sound Fluency	Letter Naming Fluency	Phoneme Segmentation Fluency	Nonsense Word Fluency-CLS
Minimum Score	0	0	0	0
Maximum Score	52	110	74	143
Mean Score	29.8	32.8	25.2	19
Median Score	30.5	28.5	24.5	15.5
Mode Score	n/a	n/a	n/a	n/a
Benchmark Score	52	52	51	34

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

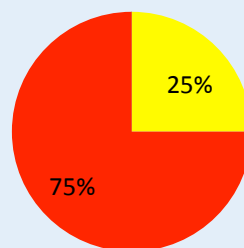
The **Recommended goal** for the second trimester for the **FSF** measure is **52**. Analysis of the results of the **FSF** subtest indicate that **0%** (n=0) of the students who completed this subtest scored **At or Above Benchmark** and are *Likely to Need Core Support*, **0%** (n=0) scored **Below Benchmark** and are *Likely to Need Strategic Support* and **100%** (n=4) scored **Well Below Benchmark** and are *Likely to Need Intensive Support*.

#### First Sound Fluency



- At or Above
- Below
- Well Below

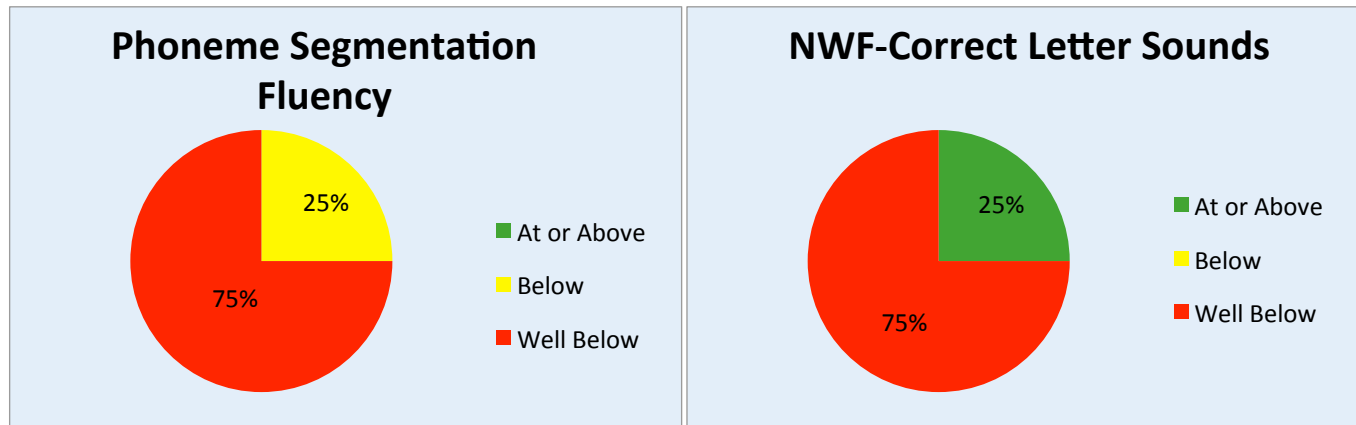
#### Letter Naming Fluency



- At or Above
- Below
- Well Below

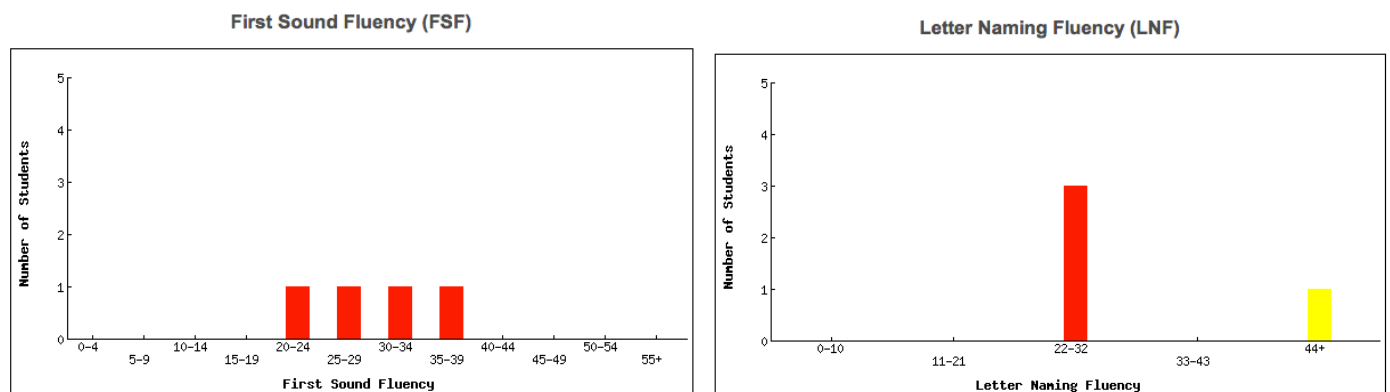
The **recommended goal** for the first trimester for the **LNF** measure is **29**. Analysis of the results of the **LNF** measure indicate that **0%** (n=0) of the students who completed this subtest scored **At or Above Benchmark** and are *Likely to Need Core Support*, **25%** (n=1) scored **Below Benchmark** and are *Likely to Need Strategic Support* and **75%** (n=3) scored **Well Below Benchmark** and are *Likely to Need Intensive Support*.

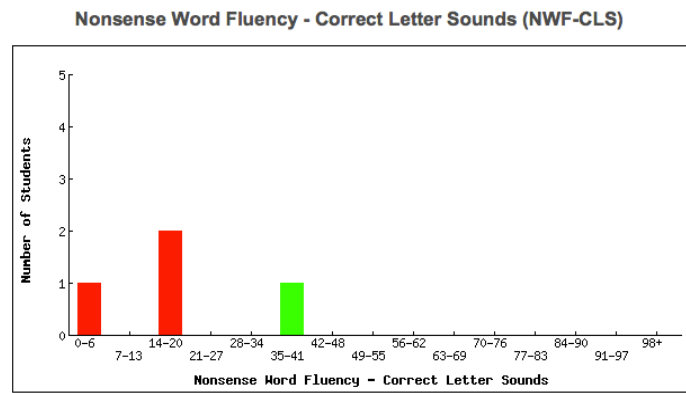
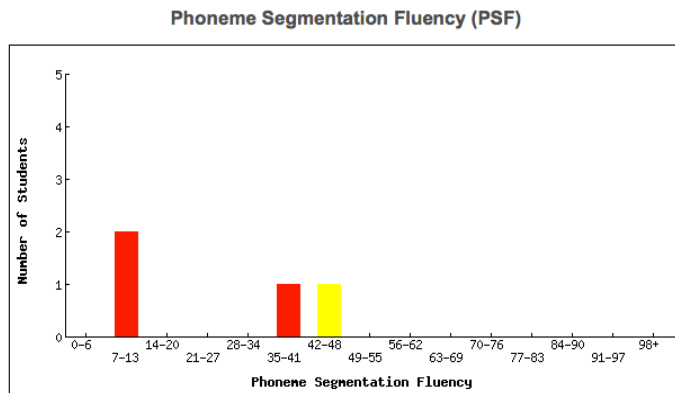
The **recommended goal** for the second trimester for the **PSF** measure is **51**. Analysis of the results of the **PSF** measure indicate that **0%** (n=0) of the students who completed this subtest scored **At or Above Benchmark** and are *Likely to Need Core Support*, **25%** (n=1) scored **Below Benchmark** and are *Likely to Need Strategic Support* and **75%** (n=3) scored **Well Below Benchmark** and are *Likely to Need Intensive Support*.



The **recommended goal** for the second trimester for the **NWF-CLS** measure is **34**. Analysis of the results of the **NWF-CLS** measure indicate that **25%** (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 **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=4; LNF, n=3; PSF, n=3; NWF-CLS, n=3), **Below Benchmark** (FSF, n=0; LNF, n=1; PSF, n=1; NWF-CLS, n=0), and **At or Above Benchmark** (FSF, n=0; LNF, n=0; PSF, n=0; NWF-CLS, n=1) for the second trimester according to the *Recommended Goals* for the FSF, LNF, PSF, and NWF-CLS measures:





## First Trimester and Second Trimester Comparisons

There is no comparison data between first trimester and second trimester since kindergarten students were added to the program well after the first trimester assessment period.

## Words Their Way Assessment

Six kindergarten 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 Letter Name-Alphabetic stage** and need continued review work on the features of **final consonants** and **short vowels**. One girl needs additional instruction in **final consonants** and one is at the **middle Letter Name-Alphabetic stage** and need **direct instruction** in **digraphs**.

Kindergarten	Initial Consonants	Final Consonants	Short Vowel	Digraphs	Blends
Minimum Score	0	0	0	0	0
Maximum Score	7	7	7	7	7
Mean Score	6.2	5	4.2	.8	.7

The average placement of the girls in the **early Letter Name-Alphabetic stage** is confirmed by the low mean scores on more advanced features such from **short vowels** 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	.2	0	0	2.2

There is no comparison data between first trimester and second trimester since kindergarten students were added to the program well after the first trimester assessment period.

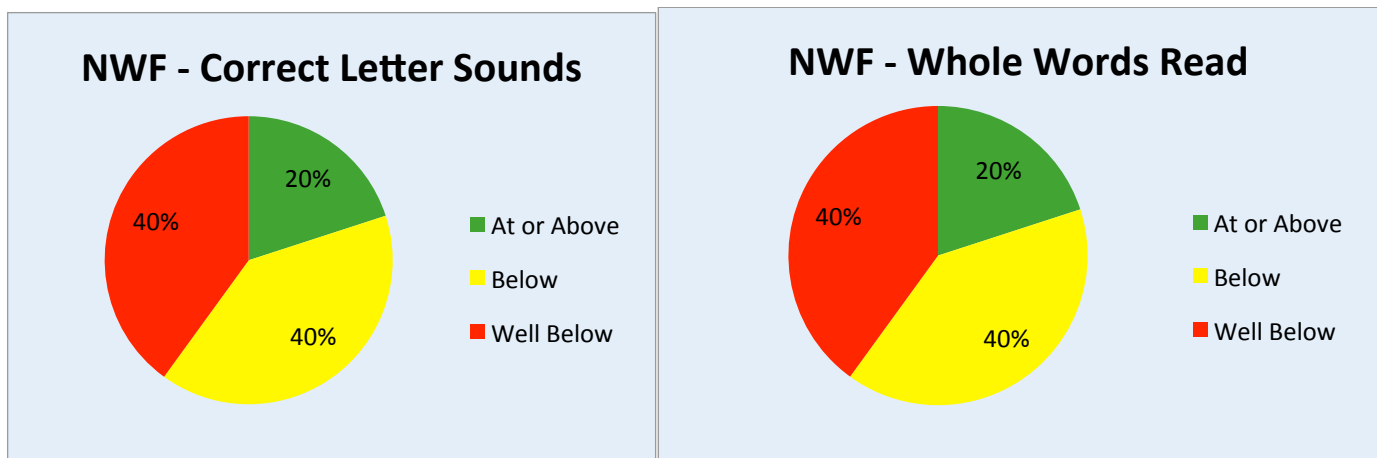
## First Grade

Five first grade students completed the **Nonsense Word Fluency-Correct Letter Sounds (NWF-CLS)**, **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 first grade in the second trimester.

First Grade	NWF-CLS	NWF-WWR	DORF-Words Correct	DORF-Accuracy
Minimum Score	0	0	0	0%
Maximum Score	143	50	275	100%
Mean Score	49.8	13.4	39.4	86.8%
Median Score	51	13	34	92%
Mode Score	n/a	n/a	n/a	n/a
Benchmark Score	70	21	34	86%

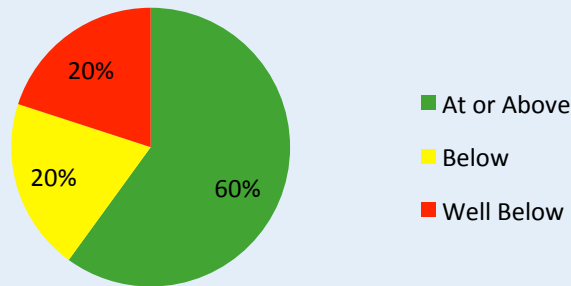
The **recommended goal** for the second trimester for the **NWF-CLS** measure is **70**. Analysis of the results of the NWF-CLS measure indicate that **20%** (n=1) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **40%** (n=2) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **40%** (n=2) scored *Well Below Benchmark* and are *Likely to Need Intensive Support*.



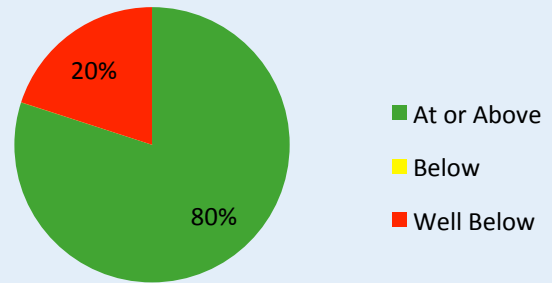
The **recommended goal** for the second trimester for the **NWF-WWR** measure is **21**. Analysis of the results of the NWF-WWR measure indicate that **20%** (n=1) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **40%** (n=2) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **40%** (n=2) scored *Well Below Benchmark* and are *Likely to Need Intensive Support*.

The **recommended goal** for the second trimester for the **DORF-WC** measure is **34**. Analysis of the results of the DORF-WC measure indicate that **60%** (n=3) 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 **20%** (n=1) scored *Well Below Benchmark* and are *Likely to Need Intensive Support*.

## DORF - Words Correct



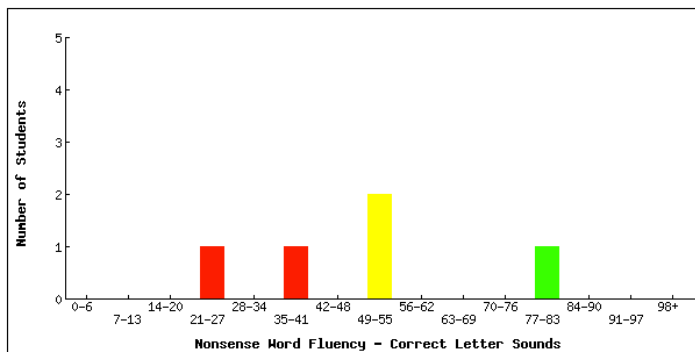
## DORF - Accuracy



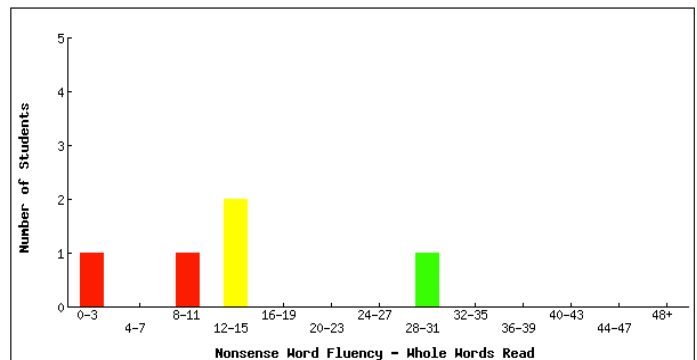
The **recommended goal** for the first trimester for the **DORF-Accuracy** measure is **86%**. Analysis of the results of the **DORF-Accuracy** measure indicate that **80%** (n=4) of the students who completed this subtest scored **At or Above Benchmark** and are *Likely to Need Core Support*, **0%** (n=) scored **Below Benchmark** and are *Likely to Need Strategic Support* and **20%** (n=1) 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** (NWF-CLS, n=2; NWF-WWR, n=2; DORF-WC, n=1; DORF-AC, n=1), **Below Benchmark** (NWF-CLS, n=2; NWF-WWR, n=2; DORF-WC, n=1; DORF-AC, n=0), and **At or Above Benchmark** (NWF-CLS, n=1; NWF-WWR, n=1; DORF-WC, n=3; DORF-AC, n=4), for the second trimester according to the *Recommended Goals* for the NWF-CLS, NWF-WWR, DORF-WC and DORF-Accuracy measures:

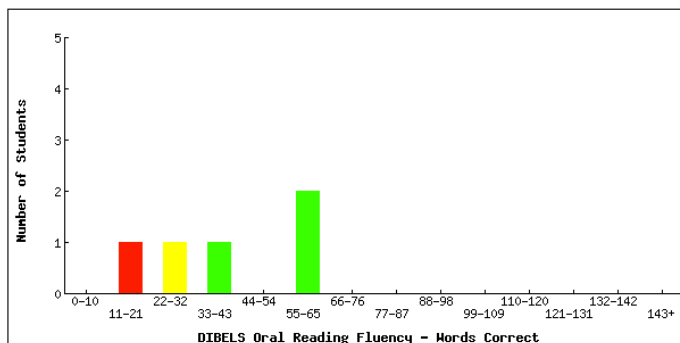
Nonsense Word Fluency - Correct Letter Sounds (NWF-CLS)



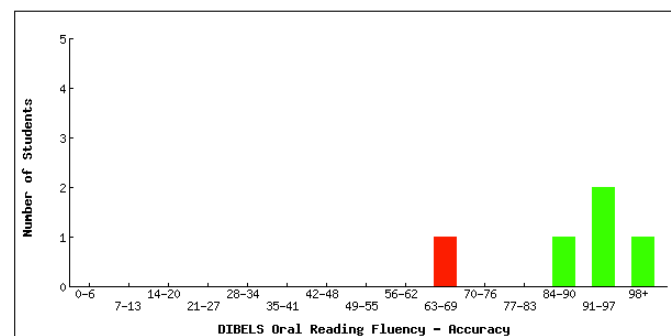
Nonsense Word Fluency - Whole Words Read (NWF-WWR)



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



DIBELS Oral Reading Fluency - Accuracy (DORF-Accuracy)



## First and Second Trimester Comparisons

From first trimester to second trimester benchmark measures, there was a **decrease** in the percentage of girls who were *At or Above Benchmark* and an **increase** in the percentage of girls who were *Below* or *Well Below Benchmark*. For example, for **NWF-CLS** there was a **23% decrease** in the amount of girls who were *At or Above Benchmark* and for **NWF-WWR** there was a slight **decrease** of **3%** in the amount of girls who were *At or Above Benchmark*.

It is noteworthy to take into account that the benchmark scores for **beginning** (NWF-CLS=42, NWF-WWR=7) and **middle** (NWF-CLS=70, NWF-WWR=21) measures **increased**, which accounts for the **decrease** in girls *At or Above Benchmark* and the **increase** in girls *Well Below Benchmark*. These changes do not mean that girls are not improving their literacy skills as seen in the table below. The **mean score** for **NWF-CLS** **increased significantly** (by 13.8 points) from 36 to 49.8, as did the **mean scores** for **NWF-WWR** (by 9.4 points), from 4 to 13.4 points.

First Grade	NWF-CLS Beginning	NWF-CLS Middle	NWF-WWR Beginning	NWF-WWR Middle
Minimum Score	0	0	0	0
Maximum Score	143	143	50	50
Mean Score	36	49.8	4	13.4
Median Score	34	51	3	13
Mode Score	n/a	n/a	3	n/a
Benchmark Score	42	70	7	21

## Words Their Way Assessment

Seven first grade girls were administered the **Words Their Way (WTW) Primary Spelling Inventory (PSI)** in January and February of 2015. 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 review work on the features of **digraphs** and **blends**.

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 Feb 2015	6.7	6.7	7	4.4	4.3
Mean Score Sept 2014	5.1	5	3.9	1.3	.9
Difference	+1.6	+1.7	+3.1	+3.1	+3.4

The average placement of the girls in the **late Letter-Name Alphabetic stage** is confirmed by the **low mean scores** on **more advanced features** beginning with **long vowels** 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 Feb 2015	2.3	1	1	8.3
Mean Score Sept 2014	.3	0	0	n/a
Difference	+2	+1	+1	n/a

Included in each table are the **mean scores** for the **September 2014** assessment cycle and the **difference between the mean scores** for the **September 2014** assessment cycle and the **January-February 2015**

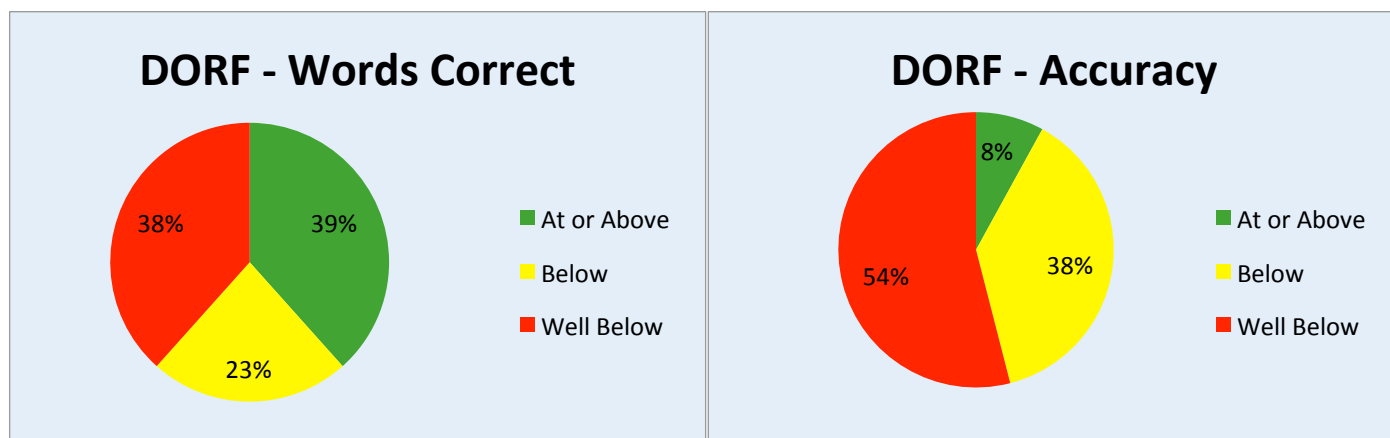
assessment cycle. An **increase** in **mean scores** for **every spelling feature** indicates that girls are making **steady improvement** in their knowledge of spelling. To best meet the developmental spelling needs of all girls, continued differentiated instruction following guidelines and activities found in *WTW* is recommended.

## Second Grade

**Fourteen second grade** students completed the **DIBELS Oral Reading Fluency-Words Correct** (DORF-WC), and **DIBELS Oral Reading Fluency-Accuracy** (DORF-Accuracy) measures as early literacy indicators. 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 middle trimester of second grade.

Second Grade	DORF-Words Correct	DORF-Accuracy
Minimum Score	0	0
Maximum Score	300	100%
Mean Score	76.5	96.2%
Median Score	79.5	97.5%
Mode Score	103	98%
Benchmark Score	100	99%

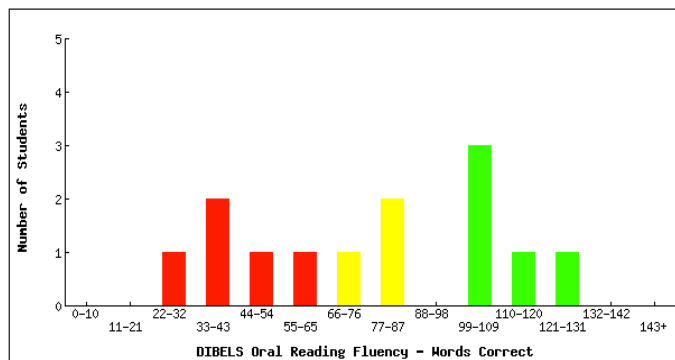
The **recommended goal** for the **DORF-WC** for the second trimester is **100**. Analysis of the results of the **DORF-WC** measure indicate that **38%** (n=5) of the students who completed this subtest scored **At or Above Benchmark** and are *Likely to Need Core Support*, **23%** (n=3) scored **Below Benchmark** and are *Likely to Need Strategic Support* and **38%** (n=5) scored **Well Below Benchmark** and are *Likely to Need Intensive Support*.



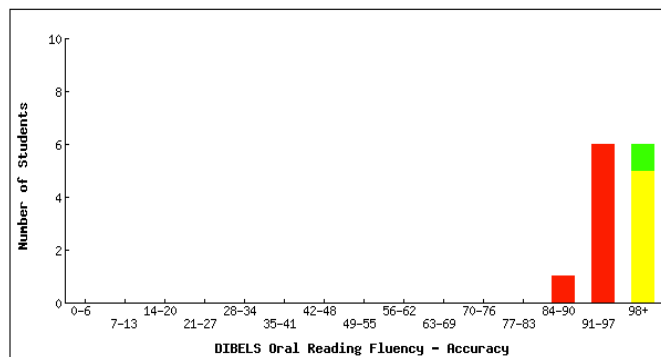
The **recommended goal** for the second trimester for the **DORF-Accuracy** measure is **99%**. Analysis of the results of the **DORF-Accuracy** measure indicate that **8%** (n=1) of the students who completed this subtest scored **At or Above Benchmark** and are *Likely to Need Core Support*, **38%** (n=5) scored **Below Benchmark** and are *Likely to Need Strategic Support* and **54%** (n=7) 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** (DORF-WC, n=5; DORF-AC, n=7), **Below Benchmark** (DORF-WC, n=3; DORF-AC, n=5), and **At or Above Benchmark** (DORF-WC, n=5; DORF-AC, n=1), for the second trimester according to the *Recommended Goals* for the DORF-WC and DORF-Accuracy measures:

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



DIBELS Oral Reading Fluency - Accuracy (DORF-Accuracy)



## First and Second Trimester Comparisons

From first trimester to second trimester benchmark measures, there was an **increase** in the percentage of girls who were **Well Below Benchmark**. For example, for **DORF-AC** there was a significant **increase (16%)** in the amount of girls who were **Well Below Benchmark** and for **DORF-WC** there was a **25% decrease** in the amount of girls who were **At or Above Benchmark** and **13% increase** in the amount of girls who were **Well Below Benchmark**.

It is noteworthy to take into account that the benchmark score for **beginning DORF-WC** was **80**, while the **middle DORF-WC** benchmark score was **100**. Although the percentage of girls who were **At or Above Benchmark** decreased, the mean scores **increased significantly** on the **DORF-WC** and **slightly** on the **DORF-AC** in the second trimester.

The table below shows that **mean scores** for **DORF-WC** **increased significantly** (by 16.1 points) from 60.4 to 76.5, as did the **mean score** for **DORF-AC** (by 1.4 percentage points), from 94.8% to 96.2%.

Second Grade	DORF-Words Correct Beginning	DORF-Words Correct Middle	DORF-Accuracy Beginning	DORF-Accuracy Middle
Minimum Score	0	0	0%	0
Maximum Score	275	300	100%	100%
Mean Score	60.4	76.5	94.8%	96.2%
Median Score	49	79.5	95.5%	97.5%
Mode Score	34	103	92%, 96%	98%
Benchmark Score	80	100	99%	99%

## Words Their Way Assessment

**Thirteen second** grade girls were administered the **Words Their Way (WTW) Primary Spelling Inventory (PSI)** in January-February of 2015. 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 to middle Within Word Pattern stage** and need continued work on the features of **long vowels** and **other vowels**.



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 Feb 2015	6.9	6.9	6.6	5.7	5.5
Mean Score Sept 2014	6.9	6.8	6	1.4	2.9
Difference	0	+1	+6	+4.3	+2.6

The average placement of the girls in the **early to middle Within Word Pattern stage** is confirmed by the low mean scores on the **other vowels** and **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 Feb 2015	4.9	2.8	1.9	13.7
Mean Score Sept 2014	1.1	0	0	5.9
Difference	+3.8	+2.8	+1.9	+7.8

Included in each table are the **mean scores** for the **September 2014** assessment cycle and the **difference between the mean scores** for the **September 2014** assessment cycle and the **January-February 2015** assessment cycle. Noteworthy is that on the September 2014 assessment cycle **first grade** and **second grade** scores were **reported together** and, although there is a **significant increase in mean scores for spelling features** beginning with **digraphs** and beyond, some of the increase for the second trimester may be attributed to the absence of first grade scores. The increase in mean scores does still indicate that girls are making **steady improvement** in their knowledge of spelling. To best meet the developmental spelling needs of all girls, continued differentiated instruction following guidelines and activities found in *WTW* is recommended.

### Third Grade

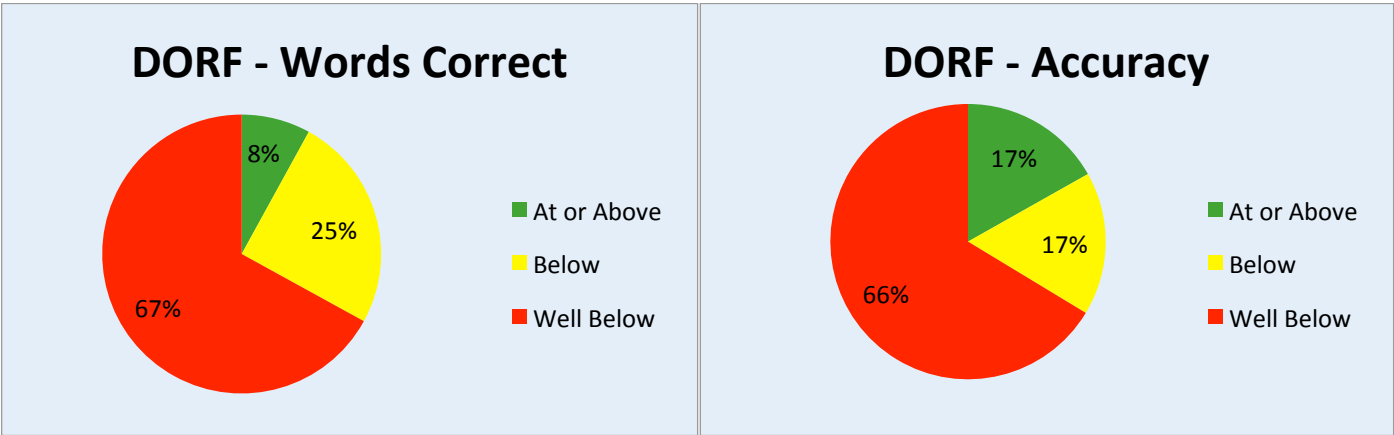
**Twelve third grade** students completed **DIBELS Oral Reading Fluency-Words Correct (DORF-WC)** and **DIBELS Oral Reading Fluency-Accuracy (DORF-Accuracy)** assessments as literacy indicators for the second (or middle) trimester of the 2014-2015 school year. The **DORF** is designed to identify students 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 middle trimester of third grade.

Third Grade	DORF-Words Correct	DORF-Accuracy
Minimum Score	0	0
Maximum Score	300	100%
Mean Score	78.8	96.8%
Median Score	74.5	96.5%
Mode Score	70	96%
Benchmark Score	115	99%

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

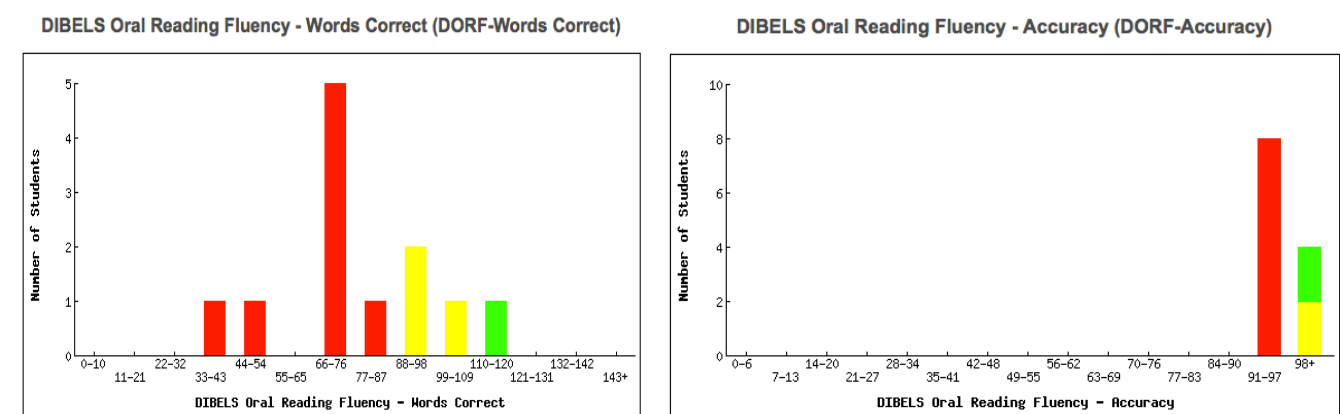
The **recommended goal** for the **DORF-WC** for the second trimester is **115**. Analysis of the results of the **DORF-WC** measure indicate that **8%** (n=1) of the students who completed this subtest scored *At or Above*

*Benchmark* and are *Likely to Need Core Support*, **25%** (n=3) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **67%** (n=8) scored *Well Below Benchmark* and are *Likely to Need Intensive Support*.



The **recommended goal** for the second trimester for the **DORF-Accuracy** measure is **99%**. Analysis of the results of the **DORF-Accuracy** measure indicate that **17%** (n=2) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **17%** (n=2) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **66%** (n=8) 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=8; DORF-AC, n=8), *Below Benchmark* (DORF-WC, n=3; DORF-AC, n=2), and *At or Above Benchmark* (DORF-WC, n=1; DORF-AC, n=2), for the second trimester according to the *Recommended Goals* for the DORF-WC and DORF-Accuracy measures:



### First and Second Trimester Comparisons

From first trimester to second trimester benchmark measures, there was a **12% decrease** in the percentage of girls who were *At or Above Benchmark* on the **DORF-WC** and a **17% increase** in the percentage of girls who were *At or Above Benchmark* on the **DORF-AC**.

It is noteworthy to take into account that the benchmark score for **beginning DORF-WC** was **97**, while the **middle DORF-WC** benchmark score was **115**. Even though the **benchmark increased** by **18** points, girls made

gains on the **DORF-WC** in the second trimester, moving from a mean score of **61** on the **first trimester** assessment to **78.8** on the **second trimester**. The benchmark score for **beginning** and **middle DORF-AC** was **99%**, girls made **gains** on the **DORF-AC** in the second trimester, moving from a mean score of **93.4%** on the **first trimester** assessment to **96.8%** on the **second trimester**.

The table below shows that **mean score** for **DORF-WC** increased (by **17.8** points), as did the **mean score** for **DORF-AC** (by 3.4 points).

Third Grade	DORF-WC Beginning	DORF-WC Middle	DORF-AC Beginning	DORF-AC Middle
Minimum Score	0	0	0	0
Maximum Score	300	300	100%	100%
Mean Score	61	78.8	93.4%	96.8%
Median Score	52.5	74.5	95%	96.5%
Mode Score	n/a	70	95%	96%
Benchmark Score	97	115	99%	99%

### Words Their Way Assessment

**Nine third grade girls** were administered the **WTW Elementary Spelling Inventory** (ESI) in January - February of 2015. The results of the **WTW ESI**, based on the mean scores for each spelling feature, indicate that the majority of girls are in the **late Within Word Pattern stage** through **middle Syllables and Affixes stage** and need direct instruction on the features of **other vowels** through **unaccented final syllables**.

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 Feb 2015	6.9	4.5	5.8	6.8	4.3
Mean Score Sept 2014	6.8	4.5	5.8	5.7	4.3
Difference	+0.1	0	0	+1.1	0

The average placement of the girls in the **late Within Word Pattern stage** through **middle Syllables and Affixes stage** is confirmed by the low mean scores on the **unaccented final syllables** and **harder suffixes**.

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 Feb 2015	4.1	3.1	3.2	2.6	0.6
Mean Score Sept 2014	2.8	1.7	3.1	1.7	0
Difference	+1.3	+1.4	+0.1	+0.9	0

Included in each table are the **mean scores** for the **September 2014** assessment cycle and the **difference between the mean scores** for the **September 2014** assessment cycle and the **January-February 2015** assessment cycle. An **increase in mean scores** for **more advanced spelling features** indicates that girls are

making **steady improvement** in their knowledge of spelling. 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 **Middle (or Second) Trimester DIBELS Benchmark** measures indicates that the Carver GirlSMART program is supporting the success of emerging literacy skills for the **thirty-five identified at-risk students** who are participating in the program. **Sixty percent** of **first graders** were *At or Above Benchmark* on **DORF-WC** and **80%** were *At or Above Benchmark* on **DORF-AC**. The mean score for **first graders** on the **NWF-CLS** increased by **13.8** points and the mean score for **NWF-WWR** increased by **9.4** points. There was an **increase** in the mean score for **second graders** on the **DORF-WC** by **16.1** points. There was an increase in the mean score for **third graders** on the **DORF-WC** by **17.8** points and on the **DORF-AC** by **3.4 percent**. 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. Additionally, the **mean scores** for most spelling features **increased significantly** from the first trimester to the second trimester which indicates that girls are **improving their ability to spell** and thus equally improving **their knowledge of phonics**.

## **Areas of Concern**

Although on all assessment measures the mean scores for girls have increased significantly, 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, **100%** of **kindergartners** scored *Well Below Benchmark* on **FSF**, **75%** scored *Well Below Benchmark* on **LNF**, **75%** scored *Well Below Benchmark* on **PSF**, and **75%** scored *Well Below Benchmark* on **NWF-CLS** **benchmark goals**. The **DIBELS** scores of **subsequent grades** place the **majority of girls** *Well Below Benchmark*. For example, **40%** of **first graders** scored *Well Below Benchmark* on **NWF-CLS** and **NWF-WWR**, **54%** of **second graders** scored *Well Below Benchmark* on **DORF-AC**, and **more than two-thirds** of **third graders** scored *Well Below Benchmark* on **DORF-WC** and **DORF-AC**.

## **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 placed 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. Additionally, there appears to be a widening gap in the upper grades, with some girls making tremendous gains, and others still struggling. More individualized and small group instruction should be given to girls who are not making gains.

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.