

GirlSMART EnCompass

Benchmark 2 Report ~ 2014-15

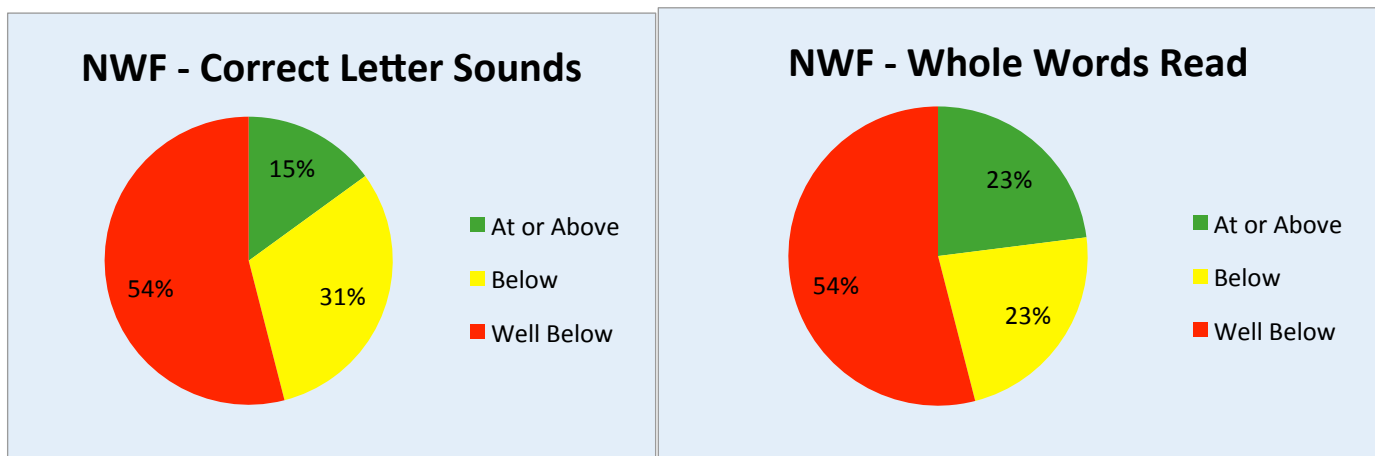
The GirlSMART EnCompass site uses the DIBELS Next and *Words Their Way* assessments to measure and diagnose student literacy needs. **Thirty-three first, second, and third grade** students who were identified by their school sites to be at-risk for literacy success were assessed in January – February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

First Grade

Thirteen 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 middle (or 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	46.8	13.1	27.2	74.8%
Median Score	45	12	25	78%
Mode Score	21	8, 21	25	81%
Benchmark Score	70	21	34	86%

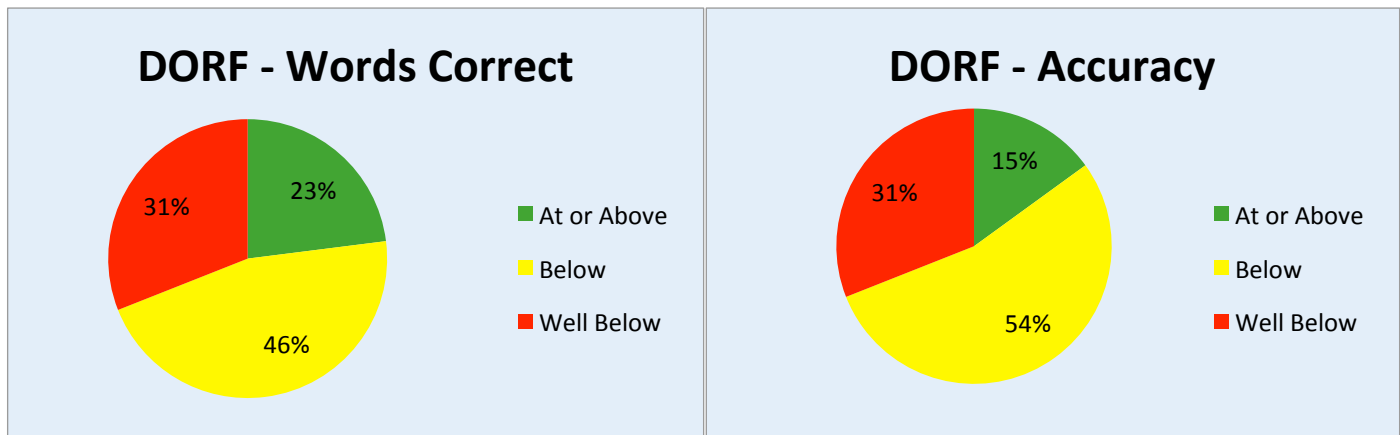
The **recommended goal** for the second trimester for the **NWF-CLS** measure is **70**. Analysis of the results of the NWF-CLS measure indicate that **15%** (n=2) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **31%** (n=4) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **54%** (n=7) scored *Well Below Benchmark* and are *Likely to Need Intensive Support*.



The **recommended goal** for the second trimester for the **NWF-WWR** measure is **21**. Analysis of the results of the **NWF-WWR** measure indicate that **23%** (n=3) of the students who completed this subtest scored *At or*

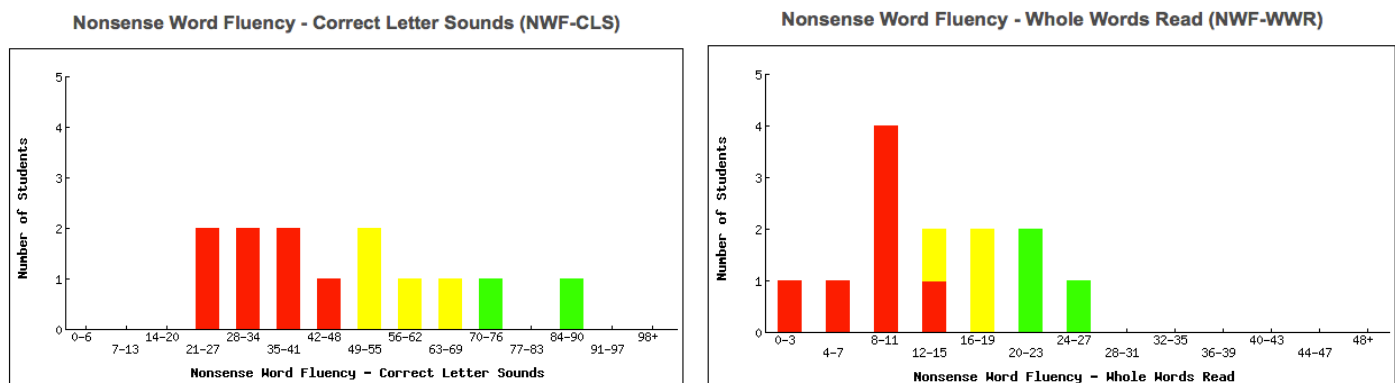
Above Benchmark and are *Likely to Need Core Support*, **23%** (n=3) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **54%** (n=7) scored *Well Below Benchmark* and are *Likely to Need Intensive Support*.

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 **23%** (n=3) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **46%** (n=6) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **31%** (n=4) scored *Well Below Benchmark* and are *Likely to Need Intensive Support*.

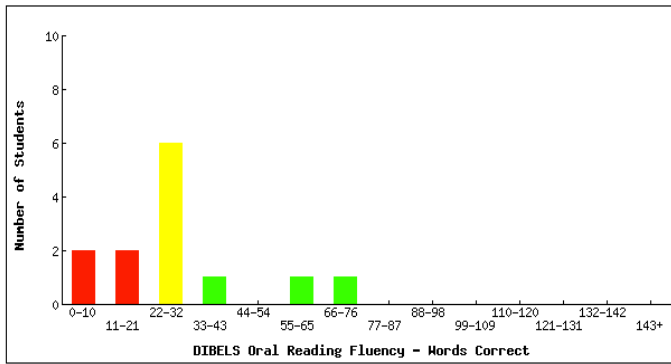


The **recommended goal** for the first trimester for the **DORF-Accuracy** measure is **86%**. Analysis of the results of the **DORF-Accuracy** measure indicate that **15%** (n=2) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **54%** (n=7) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **31%** (n=4) scored *Well Below Benchmark* and are *Likely to Need Intensive Support*.

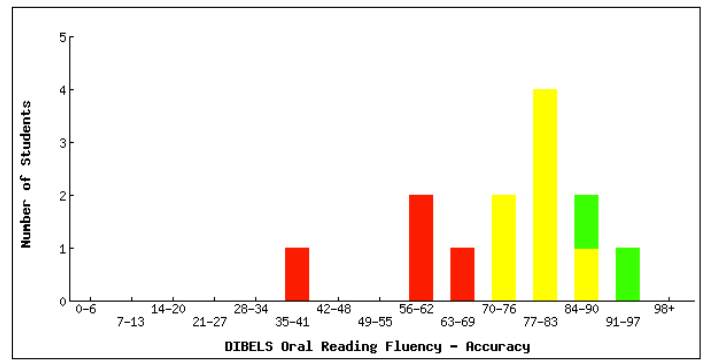
The following bar graphs indicate the number of **first grade students** who are *Well Below Benchmark* (NWF-CLS, n=7; NWF-WWR, n=7; DORF-WC, n=4; DORF-AC, n=4), *Below Benchmark* (NWF-CLS, n=4; NWF-WWR, n=3; DORF-WC, n=6; DORF-AC, n=7), and *At or Above Benchmark* (NWF-CLS, n=2; NWF-WWR, n=3; DORF-WC, n=3; DORF-AC, n=2), for the second trimester according to the *Recommended Goals* for the NWF-CLS, NWF-WWR, 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 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 **26% decrease** in the amount of girls who were *At or Above Benchmark* and for **NWF-WWR** there was **6% decrease** 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 7 points) from 39.8 to 46.8, as did the **mean scores** for **NWF-WWR** (by 7.5 points), from 5.6 to 13.1.

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	39.8	46.8	5.6	13.1
Median Score	36	45	2	12
Mode Score	36, 51	21	0	8, 21
Benchmark Score	42	70	7	21

Words Their Way Assessment

Eighteen 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 **middle** or **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	6.6	6.4	5.3	3.7	2.7
Mean Score Sept 2014	5.6	5.6	4.3	0.6	0.9
Difference	+1.0	+0.8	+1.0	+2.1	+1.8

The average placement of the girls in the **middle** or **late 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 Feb 2015	1.1	0.5	0.4	4.6
Mean Score Sept 2014	0	0	0	3.3
Difference	+1.1	+0.5	+0.4	+1.3

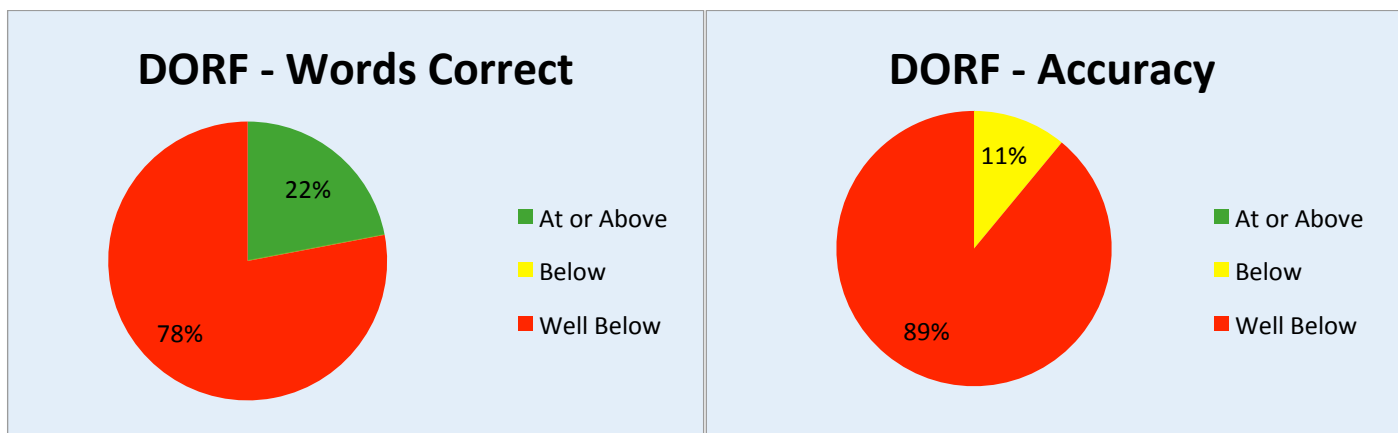
Included in each table are the **mean scores** for the **September 2014** assessment cycle and the **difference between the mean scores** for the **September 2014** assessment cycle and the **January-February 2015** assessment cycle. An **increase in mean scores for every spelling feature** indicates 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

Nine 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	57	87.1%
Median Score	56	93%
Mode Score	32	n/a
Benchmark Score	100	99%

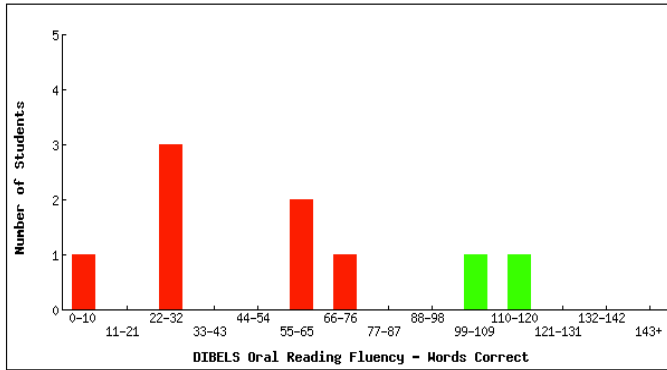
The **recommended goal** for the **DORF-WC** for the second trimester is **100**. Analysis of the results of the **DORF-WC** measure indicate that **22%** (n=2) of the students who completed this subtest scored **At or Above Benchmark** and are **Likely to Need Core Support**, **0%** (n=0) scored **Below Benchmark** and are **Likely to Need Strategic Support** and **78%** (n=7) scored **Well Below Benchmark** and are **Likely to Need Intensive Support**.



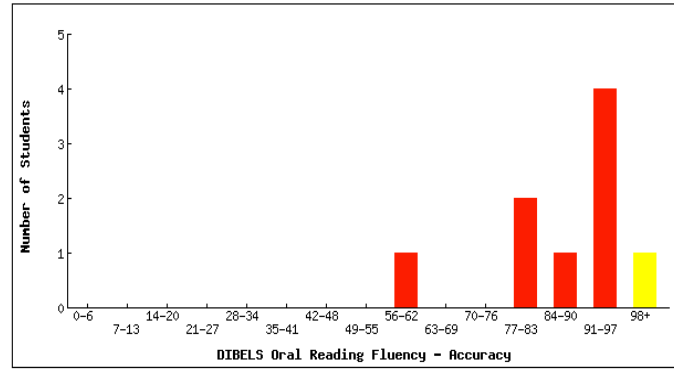
The **recommended goal** for the second trimester for the **DORF-Accuracy** measure is **99%**. Analysis of the results of the **DORF-Accuracy** measure indicate that **0%** (n=0) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **11%** (n=1) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **89%** (n=8) 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=7; DORF-AC, n=8), *Below Benchmark* (DORF-WC, n=0; DORF-AC, n=1), and *At or Above Benchmark* (DORF-WC, n=2; DORF-AC, n=0), 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 for **DORF-WC**, there was a **decrease** in the percentage of girls who were *At or Above Benchmark* and **increase** in the percentage of girls who were *Below* or *Well Below Benchmark*. For example, for **DORF-WC** there was a **decrease** of 12% in the amount of girls who were *At or Above Benchmark*. As for **DORF-AC** there was no change in the percentage of girls who were *At or Above Benchmark*, *Below* or *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**. Girls made **significant gains** on the **DORF-WC**. The benchmark scores for the **DORF-AC** for the first and second trimester where the **same (99%)** and the girls' mean scores for **DORF-AC** remained almost identical from the first to the second trimester..

The table below shows that **mean score for DORF-WC increased significantly** (by 10.2 points) from 46.8 to 57, while the **mean score for DORF-AC** was almost unchanged (a gain of .3 percentage points), from 86.8% to 87.1%.

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	46.8	57	86.8%	87.1%
Median Score	39	56	95.5%	93%
Mode Score	n/a	32	81%, 90%, 92%	n/a
Benchmark Score	80	100	99%	99%

Words Their Way

Thirteen second grade girls were administered the **Words Their Way (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 **early to middle Within Word Pattern stage** and need continued work on the features of **long vowels** and **other vowels**.

Second 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	6.3	4.5	5.2	5.3	1.7
Mean Score Sept 2014	6.5	4.1	2.8	4.3	.7
Difference	-0.2	+0.4	+2.4	+1.0	+1.0

Several girls scored in the **late Within Word Pattern stage** and **need direct instruction** in **inflected endings**. The average placement of the girls in the **early to middle Within Word Pattern stage** is confirmed by the low mean scores on the **long vowels**, **other vowels**, and **inflected endings**.

Second 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	2.2	1.4	1.4	1.9	0.9
Mean Score Sept 2014	0.5	0.5	0.1	0	0
Difference	+1.7	+0.9	+1.3	+1.9	+0.9

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** (except consonants) 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.

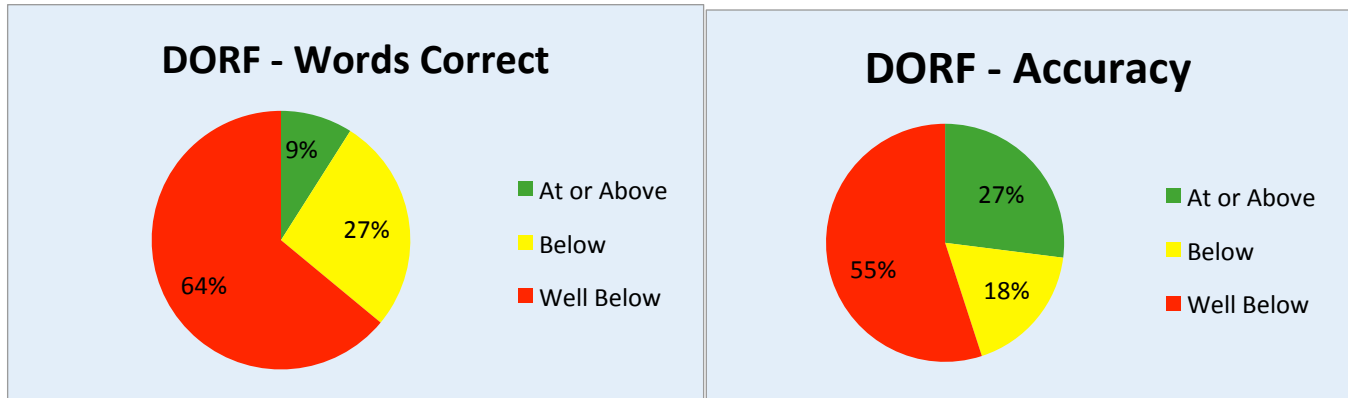
Third Grade

Eleven 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 second 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 middle trimester of third grade.

Third Grade	DORF-Words Correct	DORF-Accuracy	DAZE-Adjusted
Minimum Score	0	0	0
Maximum Score	300	100%	51
Mean Score	79.6	95.5%	9.9
Median Score	73	96%	9
Mode Score	n/a	99%	9
Benchmark Score	115	99%	21

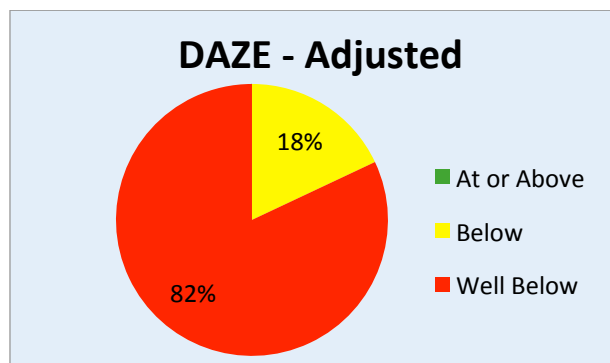
The **benchmark score** indicates the minimum score that meets acceptable literacy progress for the middle trimester period.

The **recommended goal** for the **middle** trimester for the **DORF-WC** measure is **115**. Analysis of the results of the **DORF-WC** measure indicate that **9%** (n=1) of the students who completed this subtest scored **At or Above Benchmark** and are *Likely to Need Core Support*, **27%** (n=3) scored **Below Benchmark** and are *Likely to Need Strategic Support* and **64%** (n=7) scored **Well Below Benchmark** and are *Likely to Need Intensive Support*.



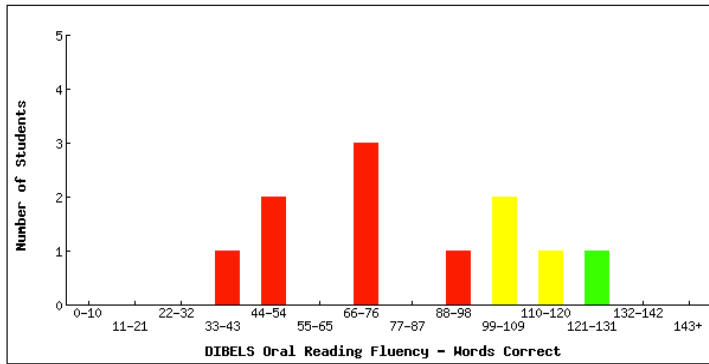
The **recommended goal** for the second trimester for the **DORF-Accuracy** measure is **99**. Analysis of the results of the **DORF-Accuracy** measure indicate that **27%** (n=3) of the students who completed this subtest scored **At or Above Benchmark** and are *Likely to Need Core Support*, **18%** (n=2) scored **Below Benchmark** and are *Likely to Need Strategic Support* and **55%** (n=6) scored **Well Below Benchmark** and are *Likely to Need Intensive Support*.

The **recommended goal** for the second trimester for the **DAZE-Adjusted** measure is **21**. Analysis of the results of the **DAZE-Adjusted** 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*, **18%** (n=2) scored **Below Benchmark** and are *Likely to Need Strategic Support* and **82%** (n=9) scored **Well Below Benchmark** and are *Likely to Need Intensive Support*.

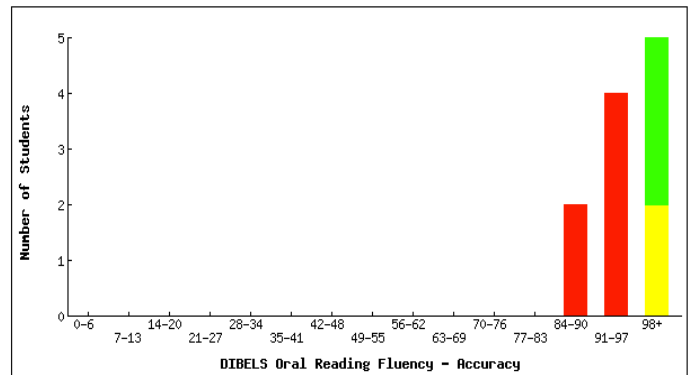


The following bar graphs indicate the number of third grade students who are **Well Below Benchmark** (DORF-WC, n=7; DORF-AC, n=6; DAZE-Adjusted, n=9), **Below Benchmark** (DORF-WC, n=3; DORF-AC, n=2; DAZE-Adjusted, n=2), and **At or Above Benchmark** (DORF-WC, n=1; DORF-AC, n=3; DAZE-Adjusted, n=9), for the second trimester according to the *Recommended Goals* for the DORF-WC, DORF-Accuracy, DAZE-Adjusted measures:

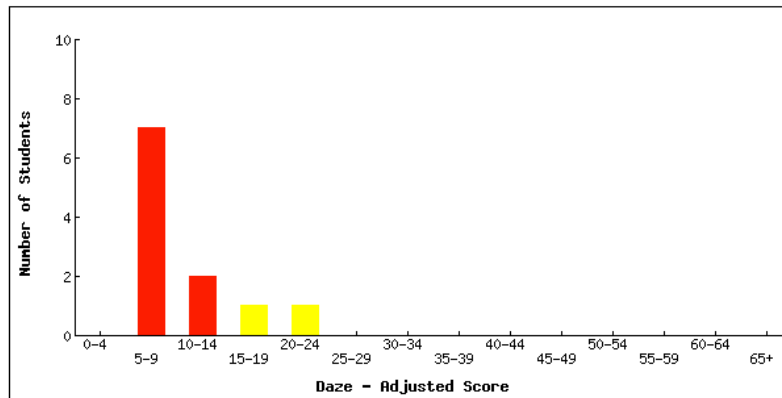
DIBELS Oral Reading Fluency - Words Correct (DORF-Words Correct)



DIBELS Oral Reading Fluency - Accuracy (DORF-Accuracy)



Daze - Adjusted Score (Daze-Adjusted)



First and Second Trimester Comparisons

From first trimester to second trimester benchmark measures, there was a substantial **decrease** in the percentage of girls who were *At or Above Benchmark* on the **DORF-WC** and **DORF-AC**. However, the percentage of girls who were *At or Above Benchmark* on the **DAZE-AD** remained unchanged (0%).

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 **70.4** on the **first trimester** assessment to **79.6** on the **second trimester**. Girls also made **gains** on the **DORF-AC** in the second trimester, moving from a mean score of **92.4%** on the **first trimester** assessment to **95.5%** on the **second trimester** assessment. The benchmark score for **beginning DAZE-AD** was **14**, while the **middle DAZE-AD** benchmark score was **21**. Girls made on the **DAZE-AD** in the second trimester, moving from a mean score of **4.7** on the first trimester assessment to **9.9** on the second trimester

The table below shows comparisons of the mean scores and gains made between the beginning and middle trimesters.

Third Grade	DORF-WC Beginning	DORF-WC Middle	DORF-AC Beginning	DORF-AC Middle	DAZE-AD Beginning	DAZE-AD Middle
Minimum Score	0	0	0	0	0	0
Maximum Score	300	300	100%	100%	51	51
Mean Score	70.4	79.6	92.4%	95.5%	4.7	9.9
Median Score	78	73	95%	96%	3.5	9
Mode Score	83	n/a	93%, 95%, 99%	99%	0	9
Benchmark Score	97	115	99%	99%	14	21

Words Their Way Assessment

Thirteen third grade girls were administered the **Words Their Way (WTW) Elementary Spelling Inventory (ESI)** in February of 2015. The results of the *WTW* ESI, based on the mean scores for each spelling feature, indicate that girls are strong across many spelling features, but need continued work on four spelling features beginning with **other vowels** through **unaccented final syllables**. They, therefore, span the development spelling stages from **late Within Word Pattern** through **late Syllables and Affixes**.

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	6.8	4.9	5.3	6.4	3.7
Mean Score Sept 2014	7	5	5.8	6.7	4.3
Difference	-0.2	-0.1	-0.5	-0.3	-0.6

The average placement of the girls on a broad spectrum from **late Within Word Pattern** through **late Syllables and Affixes** is confirmed by the **high mean scores** from **other vowels** through **unaccented final syllables** and the **low mean score** on **harder suffixes**.

Second 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	4.9	3	3.5	3.1	1.3
Mean Score Sept 2014	4.4	2.8	1	0.4	0.3
Difference	+0.5	+0.2	+2.5	+2.7	+1.0

The **minimal improvement** or **decrease in scores** on some spelling features of the **WTW Elementary Spelling Inventory (ESI)** from September 2014 to February of 2015 does not mean that there was not significant improvement the girls' spelling, rather the girls were grouped differently from the first to the second assessment. 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 (Second Trimester) DIBELS Benchmark** measures indicates that the EnCompass GirlSMART program is supporting the success of emerging literacy skills for the **33 identified at-risk students** who are participating in the program. The **mean scores** for most assessments at most grade levels **increased** significantly. The mean score for **first graders** on the **NWF-CLS** increased by **7** points and the mean score for **NWF-WWR** increased by **7.5** points. The mean score for **second graders** on the **DORF-WC** increased by **10.2** points. The mean score for **third graders** on the **DORF-WC** increased by **9.2** points, the mean score for **DORF-AC** increased by **3.1** percent and the mean score for **DAZE-AD** increased by **5.2** points. 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** at all grade levels **increased significantly** (except for the beginning spelling features for third grade girls) 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 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, **54%** of **first graders** scored *Well Below Benchmark* on **NWF-CLS**, **54%** scored *Well Below Benchmark* on **NWF-WWR**, and **31%** scored *Well Below Benchmark* on **DORF-WC** and **DORF-AC**. The **DIBELS** scores of **subsequent grades** place the **majority of girls** *Well Below Benchmark*. For example, **78% of second graders** scored *Well Below Benchmark* on **DORF-WC** and **89%** scored *Well Below Benchmark* on **DORF-AC**. Results for **third graders** were equally alarming: **64%** scored *Well Below Benchmark* on the **DORF-WC**, **55%** scored *Well Below Benchmark* on **DORF-AC** and **82%** scored *Well Below Benchmark* on **DAZE-AD**.

RECOMMENDATIONS FOR GROWTH

The results of **WTW assessments** indicate that there is a significant range of developmental spelling stages at each grade level, so it is essential that teachers **differentiate instruction** to meet the needs of all girls. Girls who scored the **lowest** should receive **intensive, small group direct instruction** more minutes each week than girls who scored higher of the WTW assessments. The results for **first graders** on the **NWF-CLS** and **NWF-WWR** indicate that **the overwhelming majority of girls** need **more intensive focus** through one on one or **small group instruction** in the area of **phonemic awareness** and especially **phonics**. 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).

The **overwhelming majority of second and third graders** scored **below** or **well below** on the two **DORF** measures. Ample time each day should therefore 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 at-risk readers **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.