GirlSMART Jacksonville

Benchmark 2 Report ~ 2014-15

The GirlSMART Jacksonville site uses the DIBELS Next, *CORE* and *Words Their Way* assessments to measure and diagnose student literacy needs. **Two hundred twenty-eight 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.
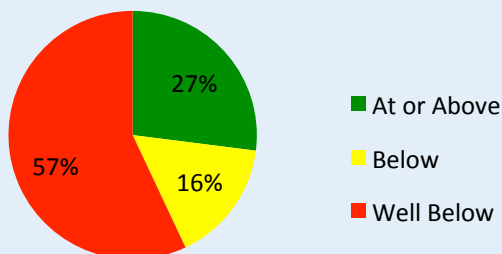
Kindergarten

Fifty-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.

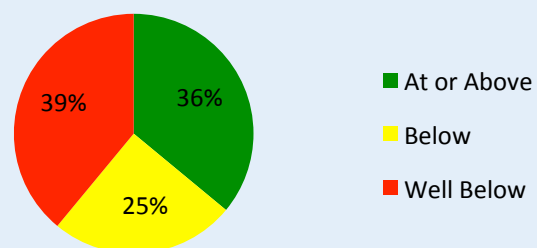| Kindergarten	First Sound Fluency	Letter Naming Fluency	Phoneme Segmentation Fluency	Nonsense Word Fluency-CLS
Minimum Score	0	0	0	0
Maximum Score	52	110	74	143
Mean Score	40.6	51	41.9	28.1
Median Score	41.5	45.5	47.5	24
Mode Score	34, 54, 58, 60	60	79	34
Benchmark Score	52	52	51	34

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 **27%** (n=12) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **16%** (n=7) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **57%** (n=25) scored *Well Below Benchmark* and are *Likely to Need Intensive Support.*
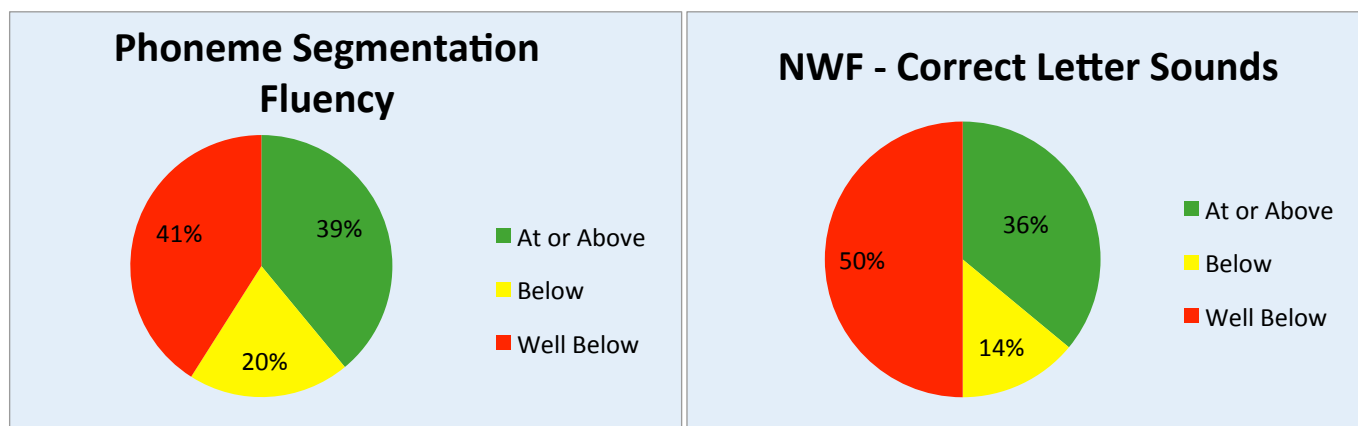
The *recommended goal* for the first trimester for the **LNF** measure is **29**. Analysis of the results of the **LNF** measure indicate that **36%** (n=16) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support,* **25%** (n=11) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **39%** (n=17) 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 **39%** (n=17) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **20%** (n=9) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **41%** (n=18) scored *Well Below Benchmark* and are *Likely to Need Intensive Support*

Phoneme Segmentation Fluency
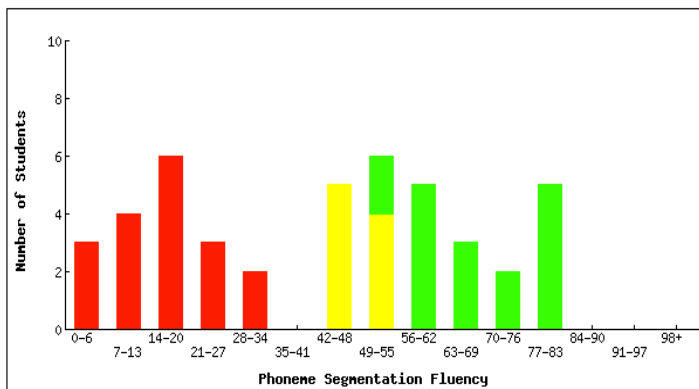
NWF - Correct Letter Sounds

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 **36%** (n=16) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **14%** (n=6) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **50%** (n=22) 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=25; LNF, n=17; PSF, n=18; NWF-CLS, n=22), *Below Benchmark* (FSF, n=7; LNF, n=11; PSF, n=9; NWF-CLS, n=6), and *At or Above Benchmark* (FSF, n=12; LNF, n=16; PSF, n=17; NWF-CLS, n=16) for the second trimester according to the *Recommended Goals* for the FSF, LNF, PSF, and NWF-CLS measures:

First Sound Fluency (FSF)

Letter Naming Fluency (LNF)
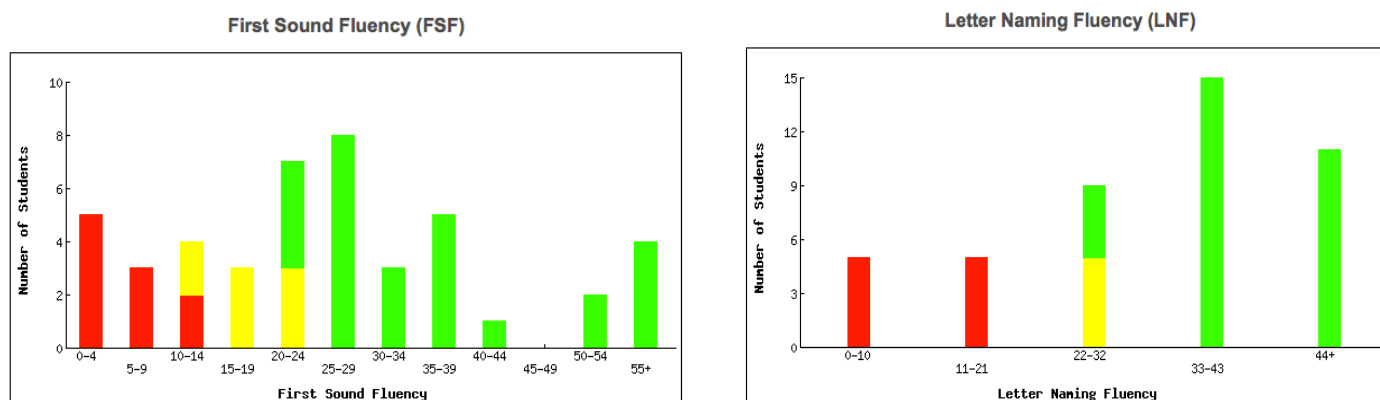
Phoneme Segmentation Fluency (PSF)

Nonsense Word Fluency - Correct Letter Sounds (NWF-CLS)
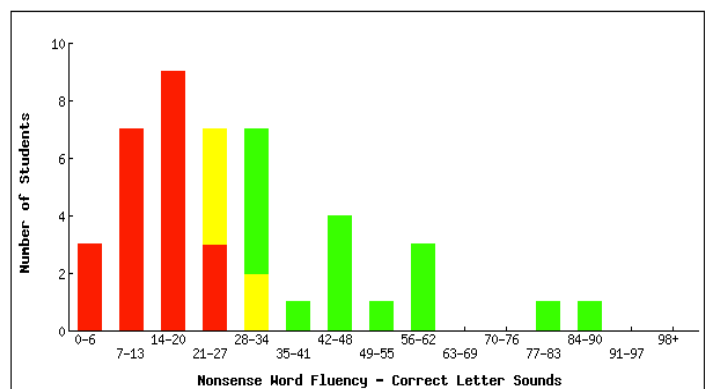
First Trimester and Second Trimester Comparisons

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 **FSF** there was a **25% increase** in the amount of girls who were *Well Below Benchmark*; for **LNF**, there was a **decrease by 31%** in the amount of girls who were *At or Above Benchmark*; and for **NW-CLS** there was a **17% increase** in the amount of girls who were *Well Below Benchmark.*

It is noteworthy to take into account that the benchmark scores for **beginning** (FSF=23, LNF=29) and **middle** (FSF=52, LNF=52) measures increase, which accounts for the **decrease** in girls *At or Above Benchmark* and the **increase** in girls *Well Below Benchmark.* These decreases mean that the girls are not improving their literacy skills fast enough to meet the higher benchmark scores. It does not mean that girls are not improving their literacy skills as seen in the table below. The **mean score** for **FSF** increased significantly (by 14.7 points) from 25.9 to 40.6, as did the **mean scores** for **LNF** (by 16.7 points), from 34.3 to 51.

Kindergarten	First Sound Fluency Beginning	First Sound Fluency Middle	Letter Naming Fluency Beginning	Letter Naming Fluency Middle
Minimum Score	0	0	0	0
Maximum Score	52	52	62	110
Mean Score	25.9	40.6	34.3	51
Median Score	25	41.5	37	45.5
Mode Score	0, 23, 28, 36, 60	34, 54, 58, 60	40, 50	60
Benchmark Score	23	52	29	52

Words Their Way Assessment

Twenty-two 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 **late Emergent stage** and need continued review work on the features of **beginning consonants and final consonants. Seven girls** are at the **middle Letter Name-Alphabetic stage** and need **direct instruction** in **digraphs** and/or **blends consonants**.

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	5	4	2.5	.3	1.2

The average placement of the girls in the **late Emergent stage** is confirmed by the low mean scores on more advanced features such as **final consonants** and **short vowels** through inflected endings.
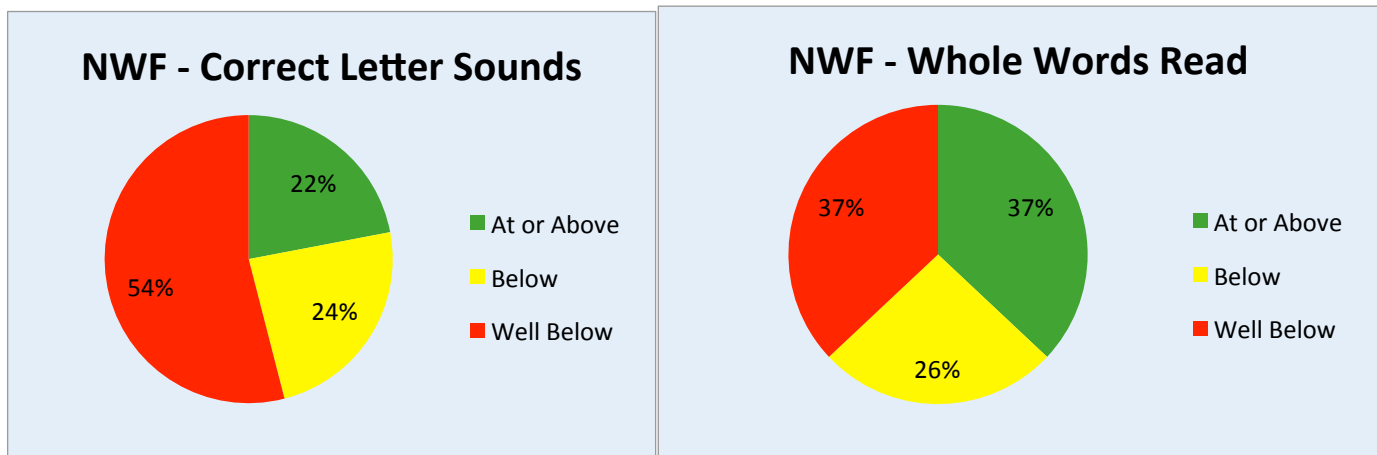
First Grade	Long Vowels	Other Vowels	Inflected Endings	Correct Spellings
Minimum Score	0	0	0	0
Maximum Score	7	7	7	26
Mean Score	.1	0	0	2

First Grade

Fifty-two 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 grade 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	51.7	17.8	45.5	81%
Median Score	44	15.5	26	87%
Mode Score	41, 71	21	26	100%
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 **22%** (n=10) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **24%** (n=11) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **54%** (n=25) scored *Well Below Benchmark* and are *Likely to Need Intensive Support.*

NWF - Correct Letter Sounds

22% At or Above
24% Below
54% Well Below

NWF - Whole Words Read

37% At or Above
26% Below
37% Well Below

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 **37%** (n=17) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **26%** (n=12) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **37%** (n=17) 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 **48%** (n=22) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **15%** (n=7) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **37%** (n=17) scored *Well Below Benchmark* and are *Likely to Need Intensive Support.*
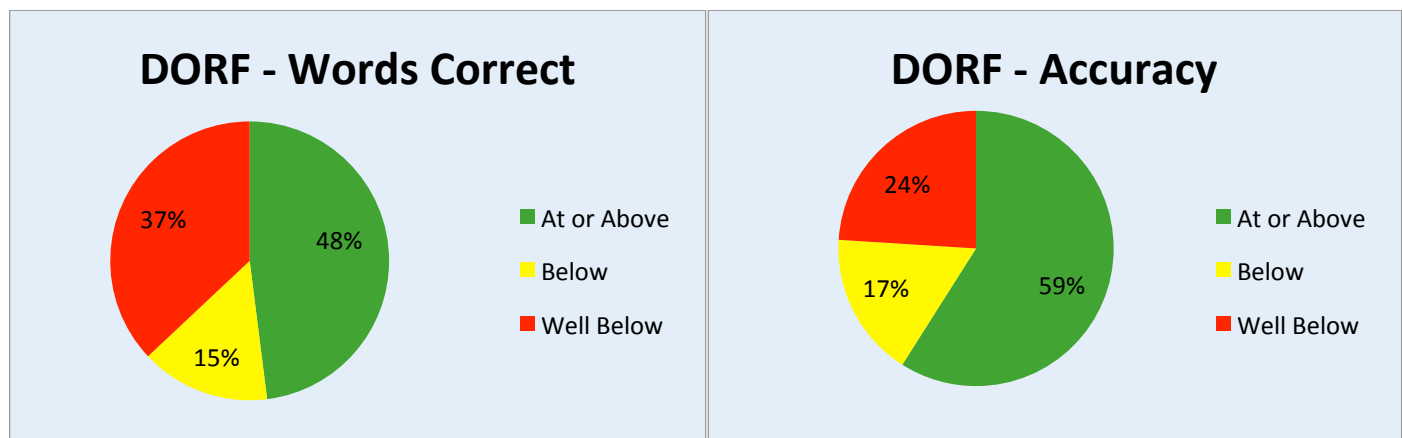

The **recommended goal** for the first trimester for the **DORF-Accuracy** measure is **86%**. Analysis of the results of the **DORF-Accuracy** measure indicate that **59%** (n=27) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **17%** (n=8) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **24%** (n=11) 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=25; NWF-WWR, n=17; DORF-WC, n=17; DORF-AC, n=11), *Below Benchmark* (NWF-CLS, n=11; NWF-WWR, n=12; DORF-WC, n=7; DORF-AC, n=8), and *At or Above Benchmark* (NWF-CLS, n=10; NWF-WWR, n=17; DORF-WC, n=22; DORF-AC, n=27), for the second trimester according to the *Recommended Goals* for the NWF-CLS, NWF-WWR, DORF-WC and DORF-Accuracy measures:
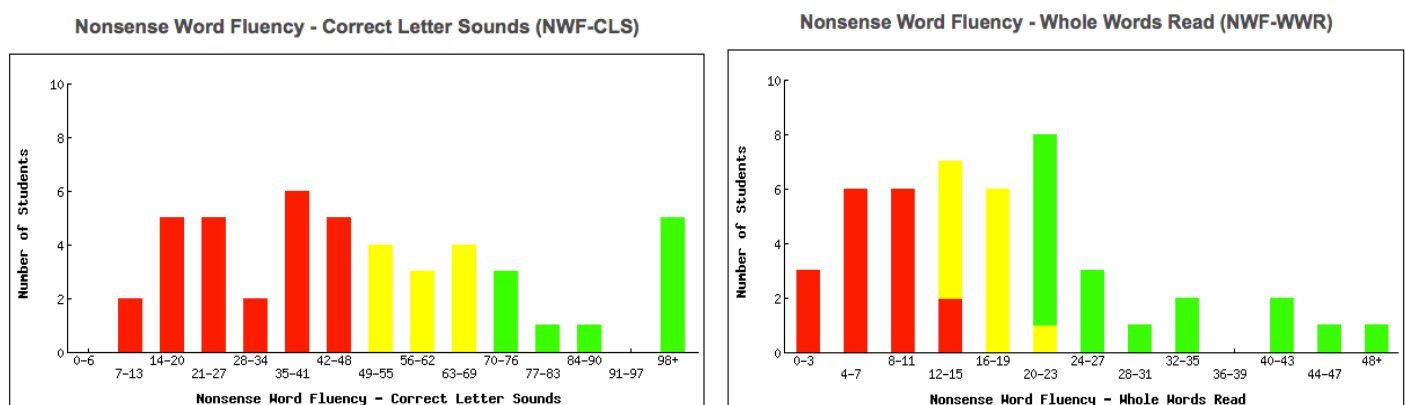
DIBELS Oral Reading Fluency - Words Correct (DORF-Words Correct)
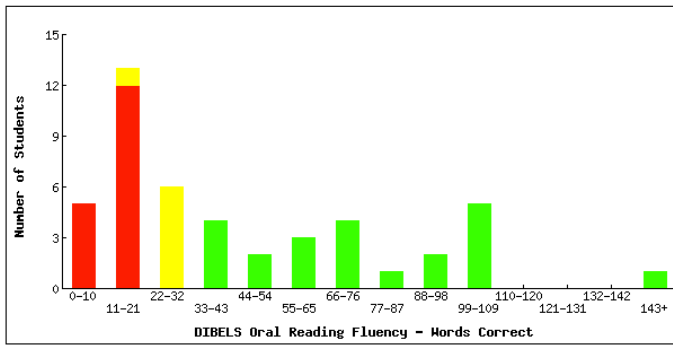
DIBELS Oral Reading Fluency - Accuracy (DORF-Accuracy)
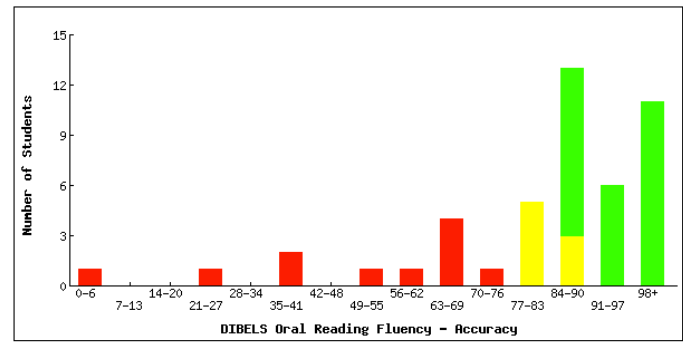
First and Second Trimester Comparisons

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 **21% decrease** in the amount of girls who were *At or Above Benchmark* and for **NWF-WWR** there was **47% 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 9.2 points) from 42.5 to 51.7, as did the **mean scores** for **NWF-WWR** (by 4.4 points), from 13.4 to 15.5.

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	42.5	51.7	13.4	17.8
Median Score	38	44	12	15.5
Mode Score	24	41, 71	8, 12	21
Benchmark Score	42	70	7	21

Words Their Way Assessment

Fifty-two 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. Ten girls** are at the **late Within Word Pattern stage** or **beyond** and need **direct instruction** in **other vowels, inflected endings** or **more advanced** spelling features.

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*	6.5	6.4	6.1	3.9	4.4
Mean Score *Sept 2014*	5.7	5.6	4.5	2.0	2.2
Difference	+.8	+.8	+1.6	+1.9	+2.2

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**.

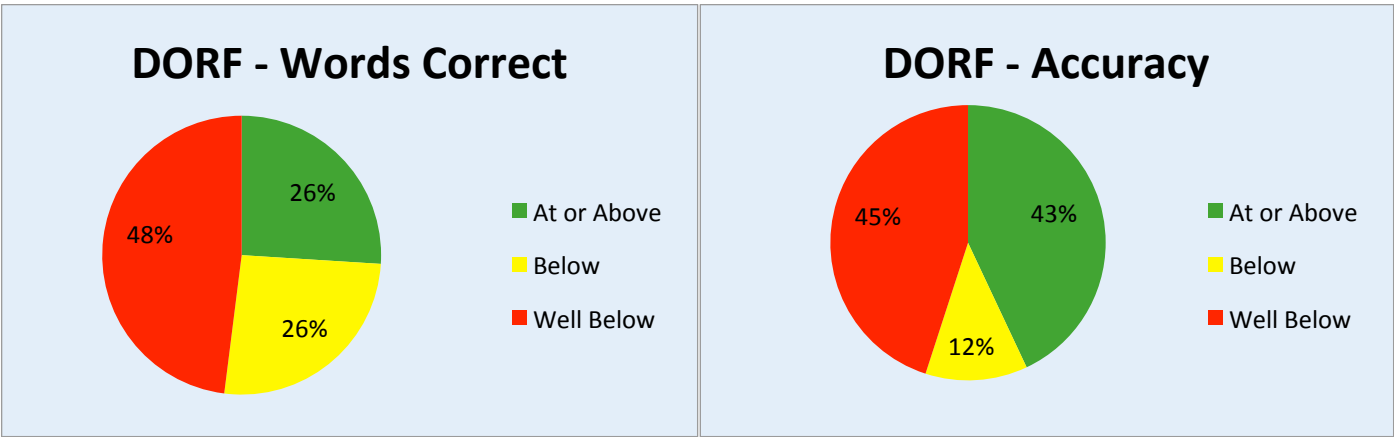| First Grade	Long Vowels	Other Vowels	Inflected Endings	Correct Spellings
Minimum Score	0	0	0	0
Maximum Score	7	7	7	26
Mean Score *Feb 2015*	3	1.7	1.9	11
Mean Score *Sept 2014*	.5	.3	.3	4.5
Difference	+2.5	+1.4	+1.6	+6.5

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

Fifty-seven 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.

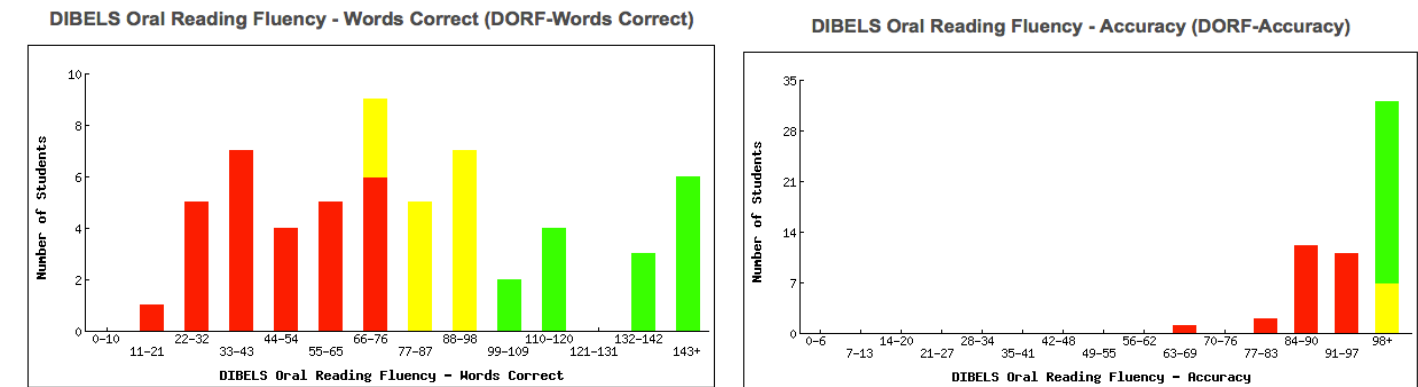| Second Grade	DORF-Words Correct	DORF-Accuracy
Minimum Score	0	0
Maximum Score	300	100%
Mean Score	81.4	95.1%
Median Score	73	98%
Mode Score	119	99%
Benchmark Score	100	99%

The **recommended goal** for the **DORF-WC** for the second trimester is **100**. Analysis of the results of the **DORF-WC** measure indicate that **26%** (n=15) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **26%** (n=15) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **48%** (n=28) scored *Well Below Benchmark* and are *Likely to Need Intensive Support.*

DORF - Words Correct

26%
48%
26%

- ■ At or Above
- ■ Below
- ■ Well Below

DORF - Accuracy

45%
43%
12%

- ■ At or Above
- ■ Below
- ■ Well Below

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 **43%** (n=25) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **12%** (n=7) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **45%** (n=26) 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=28; DORF-AC, n=26), *Below Benchmark* (DORF-WC, n=15; DORF-AC, n=7), and *At or Above Benchmark* (DORF-WC, n=15; DORF-AC, n=25), 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 *At or Above Benchmark* and **decrease** in the percentage of girls who were *Below* or *Well Below Benchmark*. For example, for **DORF-WC** there was a slight **increase (1%)** in the amount of girls who were *At or Above Benchmark* and for **DORF-AC** there was **28% increase** in the amount of girls who were *At or Above 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**. Even though the **benchmark increased by 20 points**, the

percentage of girls *At or Above Benchmark* was **slightly higher** from the first to the second trimesters. Girls made **significant gains** on the **DORF-AC** in the second trimester (benchmark score of 99% was that same for beginning and middle assessments) jumping from **15%** *At or Above Benchmark* on the first trimester assessment to **43%** *At or Above Benchmark* on the second trimester.

 The table below shows that **mean score** for **DORF-WC** increased significantly (by 22.9 points) from 58.5 to 81.4, as did the **mean score** for **DORF-AC** (by 5.2 percentage points), from 89.9% to 95.1%.

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	**58.5**	**81.4**	**89.9%**	**95.1%**
Median Score	52	73	94%	98%
Mode Score	14, 21, 40, 41, 42, 58, 61, 71, 81	119	94%, 100%	99%
Benchmark Score	80	100	99%	99%

Words Their Way Assessment

Fifty-four 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	6.8	6.6	6.0	6.1
Mean Score *Sept 2014*	6.7	6.4	6.2	4.5	4.6
Difference	+.2	+.4	+.4	+1.5	+1.5

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	Long Vowels	Other Vowels	Inflected Endings	Correct Spellings
Minimum Score	0	0	0	0
Maximum Score	7	7	7	26
Mean Score *Feb 2015*	4.4	3.6	3.6	15.4
Mean Score *Sept 2014*	2.6	1.4	1.8	9.6
Difference	+1.8	+2.2	+1.8	+5.8

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. 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.

Five second 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 **early Derivational Relations stage.**

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	7	5	6.2	7	4.8

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	6	4	4.4	3.8	0.6

There is no data for the ***WTW* Elementary Spelling Inventory** (ESI) for the first trimester since the 5 girls given the **ESI** took the **PSI** during the first testing cycle. To best meet the developmental spelling needs of all girls, continued differentiated instruction following guidelines and activities found in *WTW* is recommended.
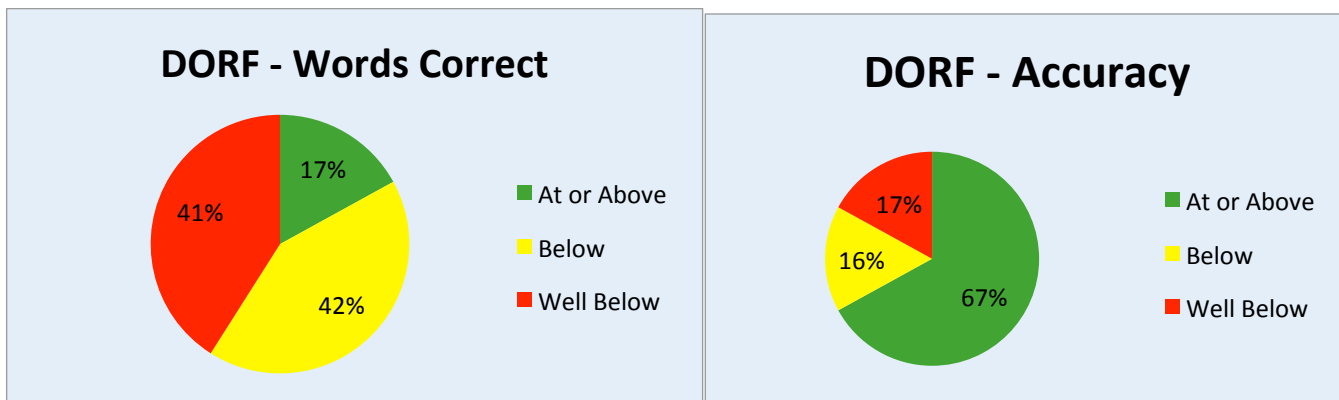
Third Grade

Sixty-four 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 (or middle) 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	88.1	97.8%	10.6
Median Score	90	99%	9
Mode Score	90	100%	12
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 **17%** (n=11) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support,* **42%** (n=27) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **41%** (n=26) scored *Well Below Benchmark* and are *Likely to Need Intensive Support.*

DORF - Words Correct

17% At or Above
42% Below
41% Well Below

DORF - Accuracy

67% At or Above
16% Below
17% Well Below

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 **67%** (n=43) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support,* **16%** (n=10) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **17%** (n=11) 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 **5%** (n=3) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support,* **18%** (n=11) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **77%** (n=47) scored *Well Below Benchmark* and are *Likely to Need Intensive Support.*

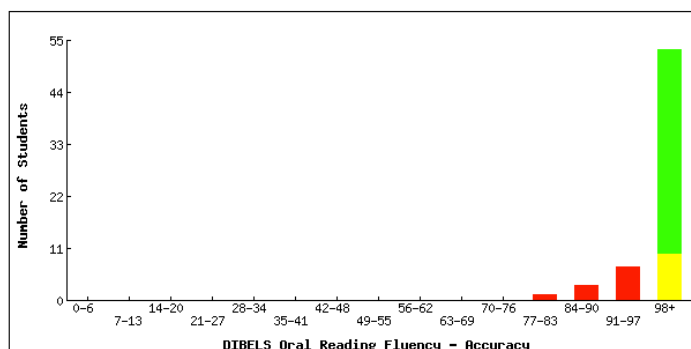**DAZE - Adjusted**

5% At or Above
18% Below
77% Well Below
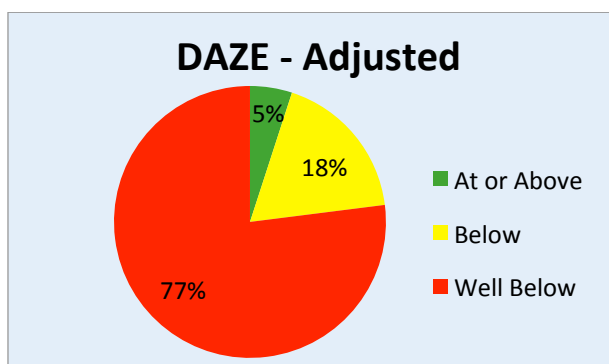
The following bar graphs indicate the number of third grade students who are *Well Below Benchmark* (DORF-WC, n=26; DORF-AC, n=11; DAZE-Adjusted, n=47), *Below Benchmark* (DORF-WC, n=27; DORF-AC, n=10; DAZE-Adjusted, n=11), and *At or Above Benchmark* (DORF-WC, n=11; DORF-AC, n=43; DAZE-Adjusted, n=3), for the second trimester according to the *Recommended Goals* for the DORF-WC, DORF-Accuracy, DAZE-Adjusted measures:
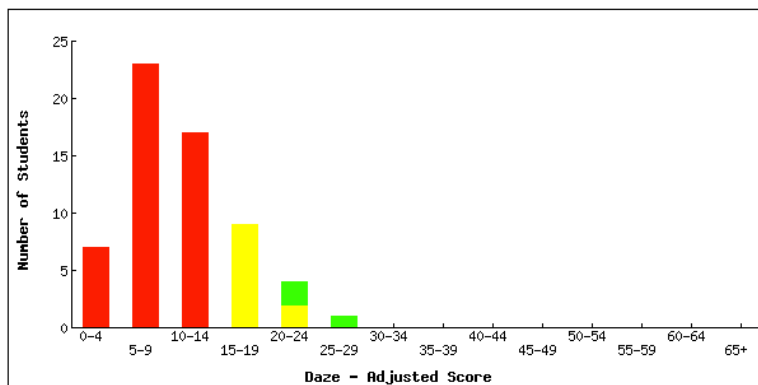
DIBELS Oral Reading Fluency - Words Correct (DORF-Words Correct)
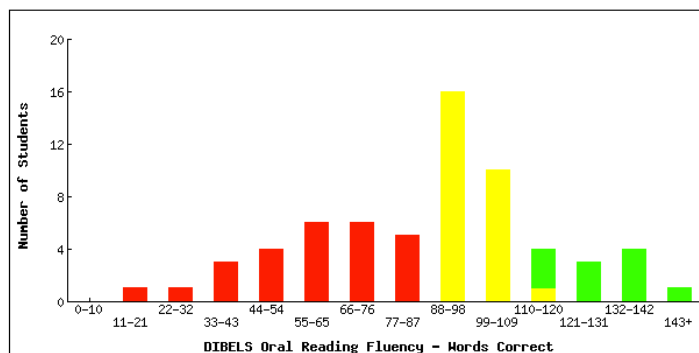
DIBELS Oral Reading Fluency - Accuracy (DORF-Accuracy)

Daze - Adjusted Score (Daze-Adjusted)

First and Second Trimester Comparisons

From first trimester to second trimester benchmark measures, there was a **21% increase** in the percentage of girls who were *At or Above Benchmark* on the **DORF-AC.** However, there was a **decrease** in the number of girls who were *At or Above Benchmark* on the **DORF-WC** and the **DAZE-AD.** Specifically, there were **17% fewer** girls *At or Above Benchmark* on the **DORF-WC** and **10% less** girls *At or Above Benchmark* on the **DAZE-AD.**

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 **81.4** on the **first trimester** assessment to **88.1** on the **second trimester**. The benchmark score for **beginning DAZE-AD** was **14**, while the **middle DAZE-AD** benchmark score was **21**. Even though the **benchmark increased** by **6** points, girls made **gains** on the **DAZE-AD** in the second trimester, moving from a mean score of **8.1** on the first trimester assessment to **10.6** on the second trimester

The table below shows that **mean score** for **DORF-WC increased** (by **6.7** points), as did the **mean score** for **DAZE-AD** (by 2.5 points).

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	81.4	88.1	96.2%	97.8%	8.1	10.6
Median Score	83	90	98%	99%	7	9
Mode Score	92, 122	90	99%	100%	12	12
Benchmark Score	97	115	99%	99%	14	21

Words Their Way Assessment

Thirty-seven third grade girls were administered the **Words Their Way** (*WTW*) **Primary Spelling Inventory** (PSI) in 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** or **other vowel patterns**.

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 *Feb 2015*	7	6.8	6.6	6.4	6.3
Mean Score *Sept 2014*	6.9	6.8	6.4	6.1	6.2
Difference	+.1	0	+.2	+.3	+.1

Fourteen girls were in the **late Within Word Pattern stage** or **beyond** and need continued work on the features of **inflected endings** or **beyond**. 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**.

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 *Feb 2015*	5.1	4	4.3	17.3
Mean Score *Sept 2014*	4.3	3.8	4.0	15.4
Difference	+.8	+.2	+.3	+1.9

The **minimal improvement** of scores on the **WTW Primary Spelling Inventory** (PSI) from September 2014 to February of 2015 does not mean that there was not significant improvement the girls' spelling, rather **18** of the **strongest third grade spellers** took the **WTW Elementary Spelling Inventory** (ESI) for the January-February 2015 *WTW* testing cycle. This means that almost **1/3** of the **best spellers' scores were not included** in the **WTW** Primary Spelling Inventory (PSI) scores for February 2015, which had a **negative impact** on the **mean scores**.

Eighteen 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 **early Derivational Relations stage** and need direct instruction on the features of **harder suffixes** and **bases or roots.**

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	7	5	6.2	7	4.8

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	6	4	4.4	3.8	0.6

There is no data for the *WTW* **Elementary Spelling Inventory** (ESI) for the first trimester since the **eighteen girls** given the **ESI** took the **PSI** during the first testing cycle. 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 Jacksonville GirlSMART program is supporting the success of emerging literacy skills for the **228 identified at-risk students** who are participating in the program. The mean score for **kindergarteners** on the **FSF increased** by **14.7** points and the mean score for **LNF increased** by **16.7 points**. More than **one-third** of the **first graders** were *At or Above Benchmark* on **NWF-WWR**, almost half (48%) were *At or Above Benchmark* on **DORF-WC,** and **59%** were *At or Above Benchmark* on **DORF-AC.** The mean score for **first graders** on the **NWF-CLS increased** by **9.2** points and the mean score for **NWF-WWR increased** by **4.4** points. Almost **one half** (43%) of **second graders** were *At or Above Benchmark* on **DORF-AC**. The mean score for **second graders** on the **DORF-WC increased** by **22.9** points and the mean score for **DORF-AC increased** by **5.2 percent**. **Sixty-seven percent** of **third graders** were *At or Above Benchmark* on **DORF-AC.** 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** 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, **57%** of **kindergartners** scored *Well Below Benchmark* on **FSF**, **39%** scored *Well Below Benchmark* on **LNF, 41%** scored *Well Below Benchmark* on **PSF,** and **50%** 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, **54%** of **first graders** scored *Well Below Benchmark* on **NWF-CLS, 48%** of **second** graders scored *Well Below Benchmark* on **DORF-WC,** and **41%** of **third** graders scored *Well Below Benchmark* on **DORF-WC**. Additionally, **77%** of third graders scored *Well Below Benchmark* on the **DAZE-adjusted assessment**.

RECOMMENDATIONS FOR GROWTH

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

Teachers should consult the WTW book for activities that focus on **rapid word recognition** (automaticity) and **writing activities** (for end of grade 1 through 3).

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

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