

GirlSMART Omaha

Benchmark 2 Report ~ 2014-15

The GirlSMART Omaha uses the DIBELS Next and *Words Their Way* assessments to measure and diagnose student literacy needs. **Eighty-six kindergarten, first, second, and third grade** students who were identified by their school sites to be at-risk for literacy success were assessed in April 2015 in order to progress monitor academic performance in literacy. No scores for *Words Their Way* were reported for the second trimester reporting period.

Kindergarten

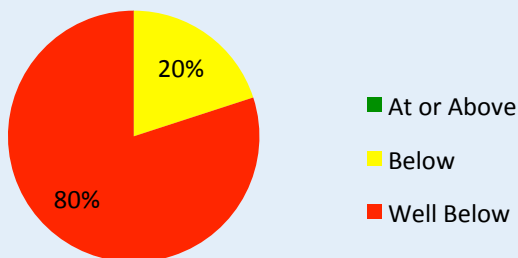
Fifteen kindergarten students completed the **First Sound Fluency (FSF)**, **Letter Naming Fluency (LNF)**, **Phoneme Segmentation Fluency (PSF)**, and **Nonsense Word Fluency-Correct Letter Sounds (NWF-CLS)**, measures as early literacy indicators. The **LNF** identifies students who are at-risk for 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	36.5	45.9	32.1	25.9
Median Score	38	47	41	24
Mode Score	42	47	n/a	23
Benchmark Score	52	52	51	34

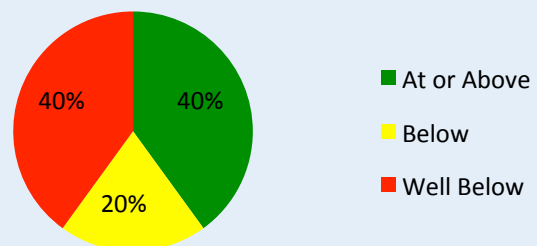
The **benchmark scores** indicate the minimum score that meets acceptable literacy progress for the second trimester period.

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**, **20%** (n=3) scored **Below Benchmark** and are **Likely to Need Strategic Support** and **80%** (n=12) scored **Well Below Benchmark** and are **Likely to Need Intensive Support**.

First Sound Fluency

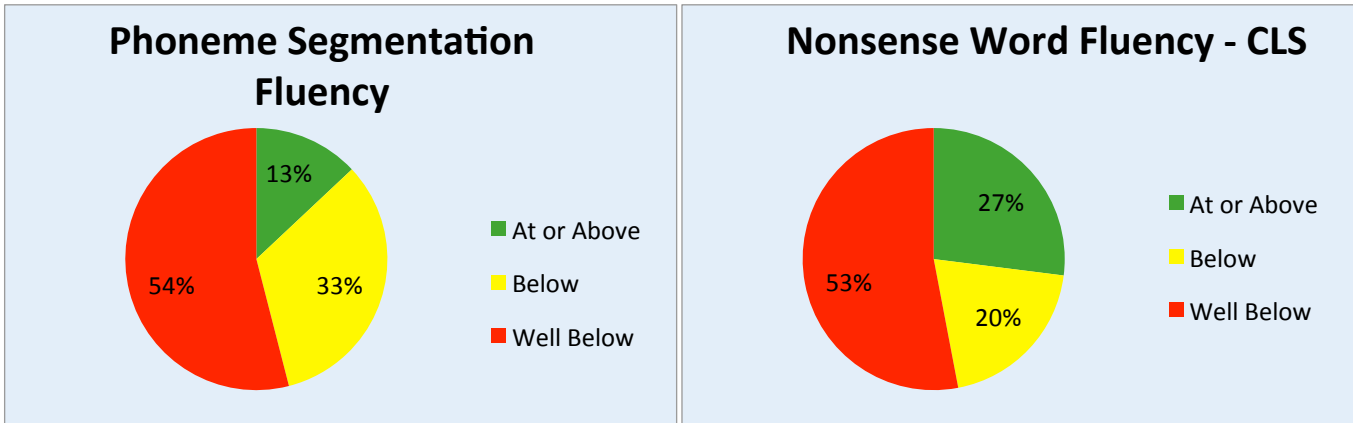


Letter Naming Fluency



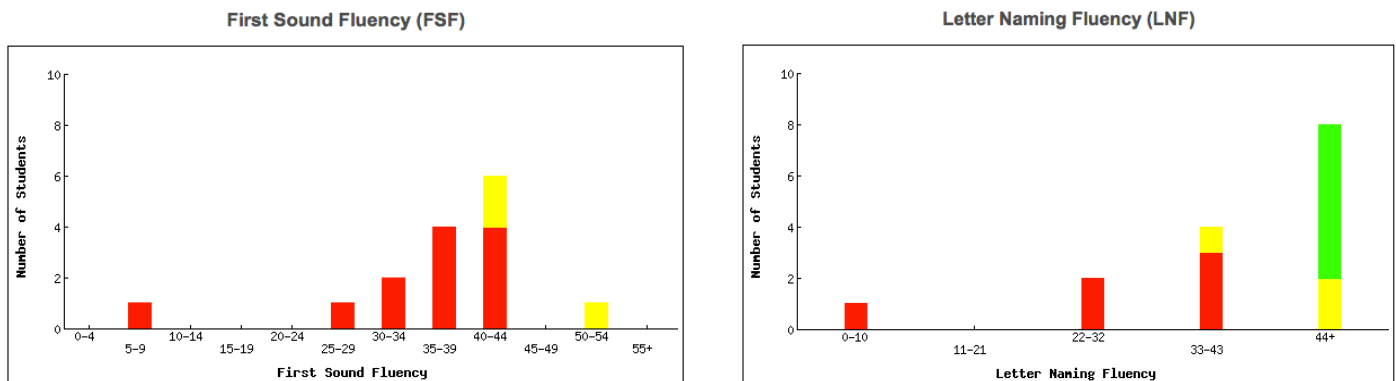
The **recommended goal** for the first trimester for the **LNF** measure is **29**. Analysis of the results of the **LNF** measure indicate that **40%** (n=6) of the students who completed this subtest scored **At or Above Benchmark** and are *Likely to Need Core Support*, **20%** (n=3) scored **Below Benchmark** and are *Likely to Need Strategic Support* and **40%** (n=6) 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 **13%** (n=2) of the students who completed this subtest scored **At or Above Benchmark** and are *Likely to Need Core Support*, **33%** (n=5) scored **Below Benchmark** and are *Likely to Need Strategic Support* and **54%** (n=8) scored **Well Below Benchmark** and are *Likely to Need Intensive Support*

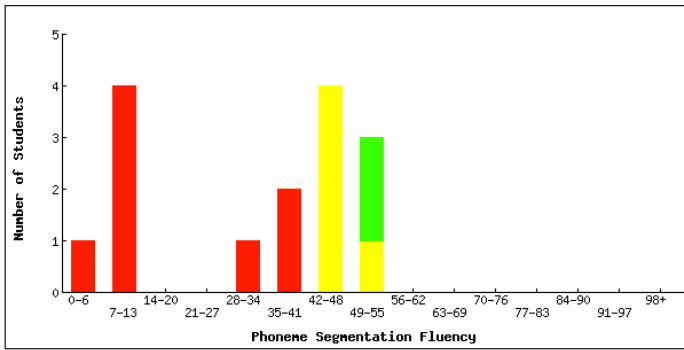


The **recommended goal** for the second trimester for the **NWF-CLS** measure is **34**. Analysis of the results of the **NWF-CLS** measure indicate that **27%** (n=4) of the students who completed this subtest scored **At or Above Benchmark** and are *Likely to Need Core Support*, **20%** (n=3) scored **Below Benchmark** and are *Likely to Need Strategic Support* and **53%** (n=8) scored **Well Below Benchmark** and are *Likely to Need Intensive Support*.

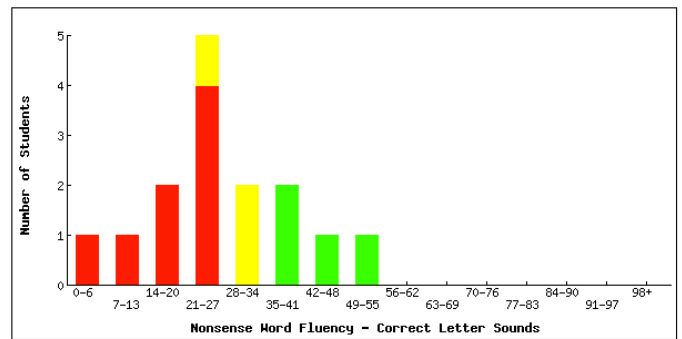
The following bar graphs indicate the number of kindergarten students who are **Well Below Benchmark** (FSF, n=12; LNF, n=6; PSF, n=8; NWF-CLS, n=8), **Below Benchmark** (FSF, n=3; LNF, n=3; PSF, n=5; NWF-CLS, n=3), and **At or Above Benchmark** (FSF, n=0; LNF, n=6; PSF, n=2; NWF-CLS, n=4) for the second trimester according to the *Recommended Goals* for the FSF, LNF, PSF, and NWF-CLS measures:



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 **39% increase** in the amount of girls who were *Well Below Benchmark* and for **LNF**, there was a **decrease by 8%** in the amount of girls who were *At or Above 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 8.8 points) from 27.7 to 36.5, as did the **mean scores** for **LNF** (by 15.6 points), from 30.3 to 45.9.

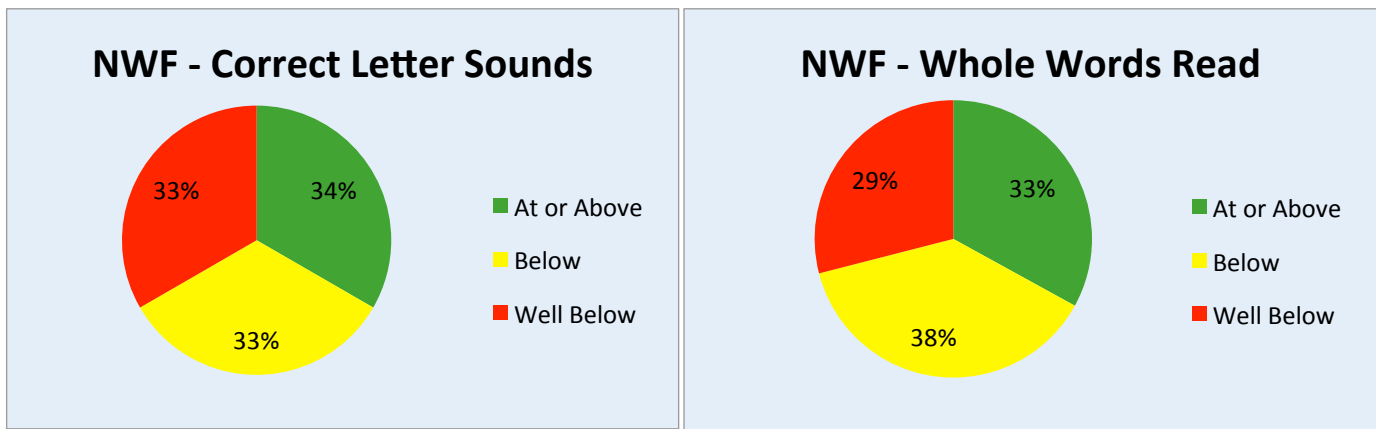
Kindergarten	First Sound Fluency Beginning	First Sound Fluency Middle	Letter Naming Fluency Beginning	Letter Naming Fluency Middle
Minimum Score	0	0	0	0
Maximum Score	52	52	62	110
Mean Score	27.7	36.5	30.3	45.9
Median Score	26	38	28	47
Mode Score	0	42	52	47
Benchmark Score	23	52	29	52

First Grade

Twenty-four 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.

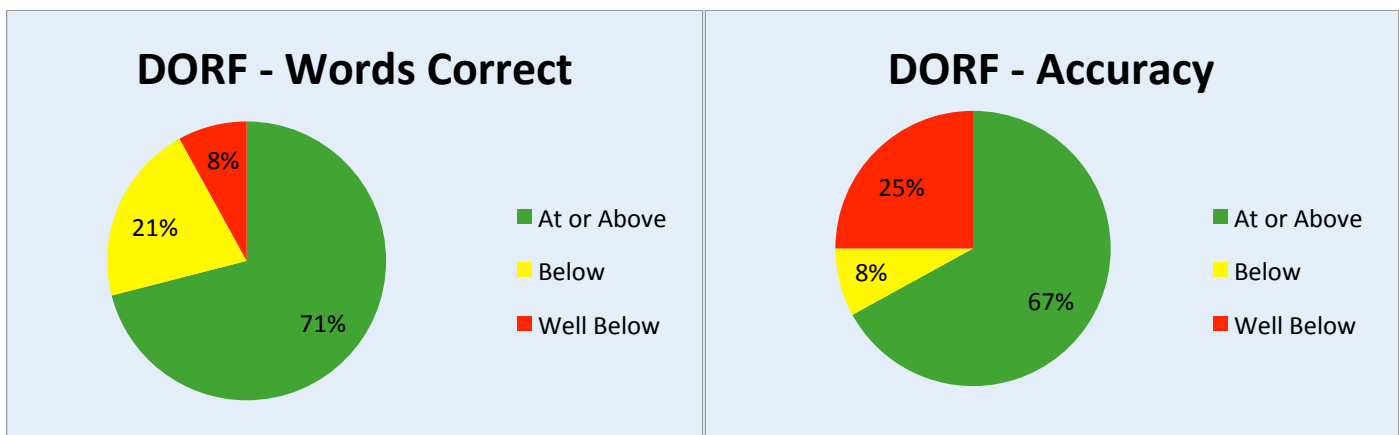
First Grade	NWF-CLS	NWF-WWR	DORF-Words Correct	DORF-Accuracy
Minimum Score	0	0	0	0%
Maximum Score	143	50	275	100%
Mean Score	65.7	18.8	53.8	85.4%
Median Score	56	15.5	46.5	91.5%
Mode Score	42, 80	14	88	71,81,90,93,97,100
Benchmark Score	70	21	34	86%

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 **33.3%** (n=8) of the students who completed this subtest scored **At or Above Benchmark** and are *Likely to Need Core Support*, **33.3%** (n=8) scored **Below Benchmark** and are *Likely to Need Strategic Support* and **33.3%** (n=8) 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 **33%** (n=8) of the students who completed this subtest scored **At or Above Benchmark** and are *Likely to Need Core Support*, **38%** (n=9) scored **Below Benchmark** and are *Likely to Need Strategic Support* and **29%** (n=7) scored **Well Below Benchmark** and are *Likely to Need Intensive Support*.

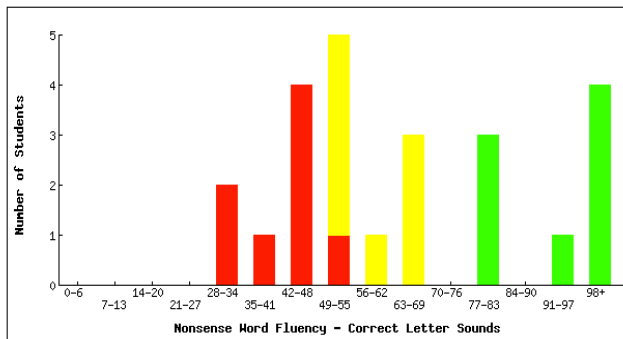
The **recommended goal** for the second trimester for the **DORF-WC** measure is **34**. Analysis of the results of the **DORF-WC** measure indicate that **71%** (n=17) of the students who completed this subtest scored **At or Above Benchmark** and are *Likely to Need Core Support*, **21%** (n=5) scored **Below Benchmark** and are *Likely to Need Strategic Support* and **8%** (n=2) scored **Well Below Benchmark** and are *Likely to Need Intensive Support*.



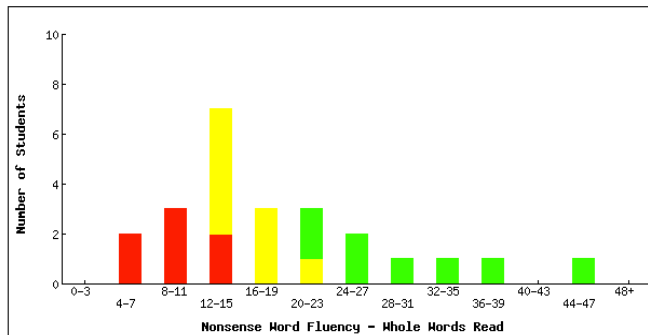
The **recommended goal** for the first trimester for the **DORF-Accuracy** measure is **86%**. Analysis of the results of the **DORF-Accuracy** measure indicate that **67%** (n=16) of the students who completed this subtest scored **At or Above Benchmark** and are *Likely to Need Core Support*, **8%** (n=2) scored **Below Benchmark** and are *Likely to Need Strategic Support* and **25%** (n=6) 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=8; NWF-WWR, n=7; DORF-WC, n=2; DORF-AC, n=6), **Below Benchmark** (NWF-CLS, n=8; NWF-WWR, n=9; DORF-WC, n=5; DORF-AC, n=2), and **At or Above Benchmark** (NWF-CLS, n=8; NWF-WWR, n=8; DORF-WC, n=17; DORF-AC, n=16), for the second trimester according to the *Recommended Goals* for the NWF-CLS, NWF-WWR, DORF-WC and DORF-Accuracy measures:

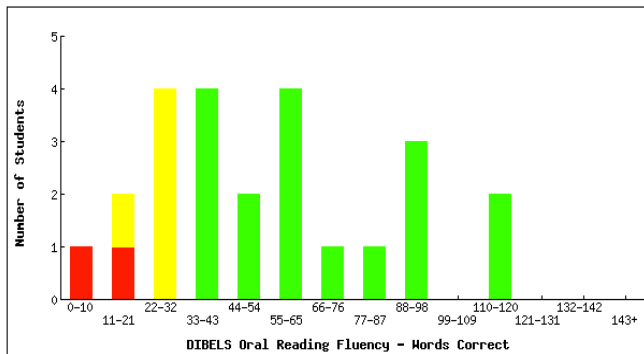
Nonsense Word Fluency - Correct Letter Sounds (NWF-CLS)



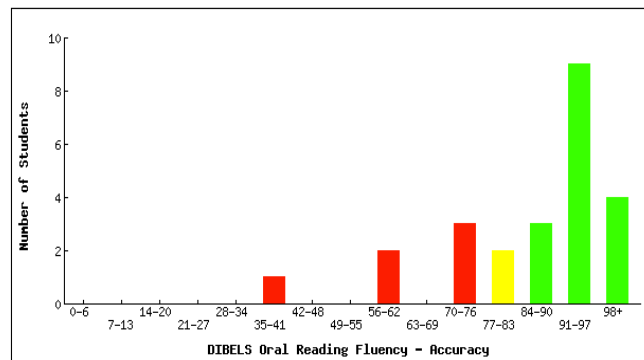
Nonsense Word Fluency - Whole Words Read (NWF-WWR)



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 an **8% increase** in the amount of girls who were **Well Below Benchmark** and for **NWF-WWR** there was **48% 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 22.8 points) from 42.8 to 65.7, as did the mean scores for NWF-WWR (by 7.5 points), from 11.3 to 18.8.

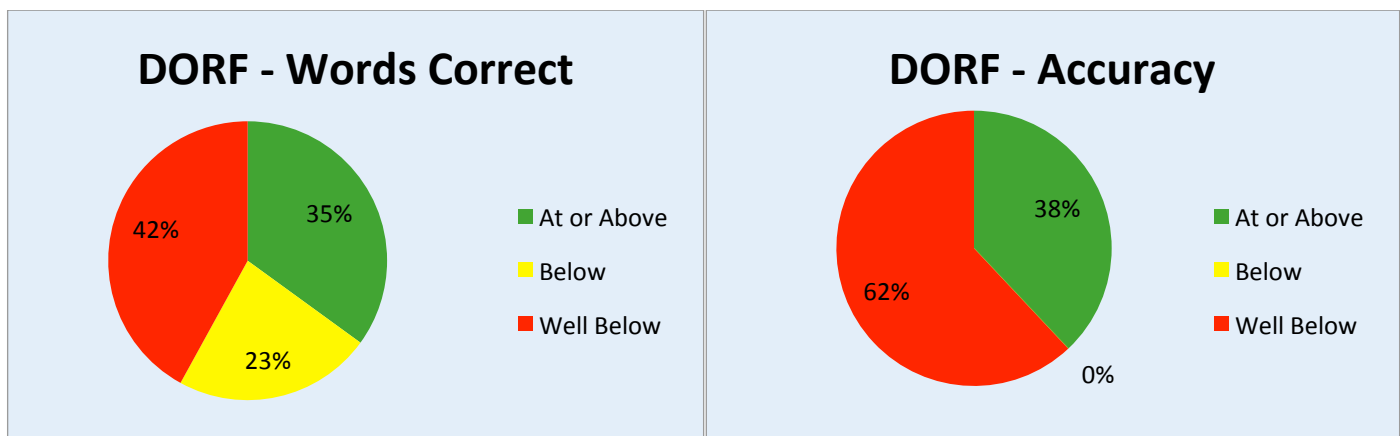
First Grade	NWF-CLS Beginning	NWF-CLS Middle	NWF-WWR Beginning	NWF-WWR Middle
Minimum Score	0	0	0	0
Maximum Score	143	143	50	50
Mean Score	42.8	65.7	11.3	18.8
Median Score	50.5	56	10.5	15.5
Mode Score	30, 31	42, 80	9, 10	14
Benchmark Score	42	70	7	21

Second Grade

Twenty-six 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	78.4	94.4%
Median Score	77.5	96.5%
Mode Score	51, 61, 74, 103	99%
Benchmark Score	100	99%

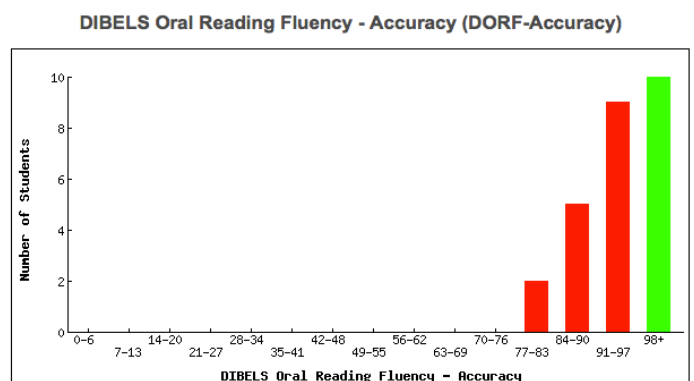
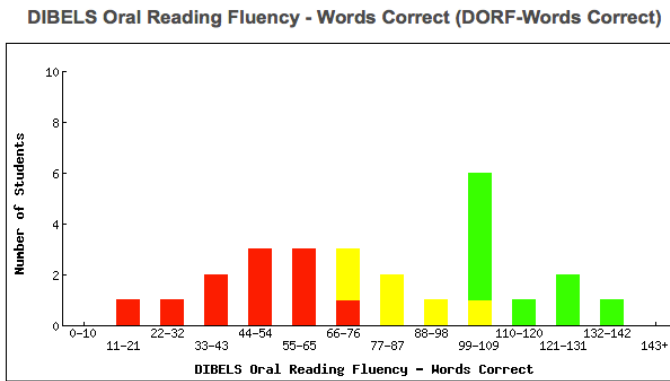
The recommended goal for the DORF-WC for the second trimester is 100. Analysis of the results of the DORF-WC measure indicate that 35% (n=9) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, 23% (n=6) scored *Below Benchmark* and are *Likely to Need Strategic Support* and 42% (n=11) 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 38% (n=10) 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 **62%** (n=16) 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=11; DORF-AC, n=16), *Below Benchmark* (DORF-WC, n=6; DORF-AC, n=0), and *At or Above Benchmark* (DORF-WC, n=9; DORF-AC, n=10), 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 **13% increase** in the percentage of girls who were *At or Above Benchmark* for the **DORF-AC** and a **11% decrease** in the percentage of girls *At or Above Benchmark* on the **DORF-WC**.

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 there was decrease in the percentage of girls *At or Above Benchmark*, girls made **significant gains** on the **DORF-WC** and they made even greater gains on the **DORF-AC**. The table below shows that **mean score** for **DORF-WC** **increased significantly** (by 11.0 points) from 67.4 to 78.4, as did the **mean score** for **DORF-AC** (by 4.0 percentage points), from 90.4% to 94.4%.

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	67.4	78.4	90.4%	94.4%
Median Score	59.5	77.5	90%	96.5%
Mode Score	17, 47, 98	51, 61, 75, 103	99%	99%
Benchmark Score	80	100	99%	99%

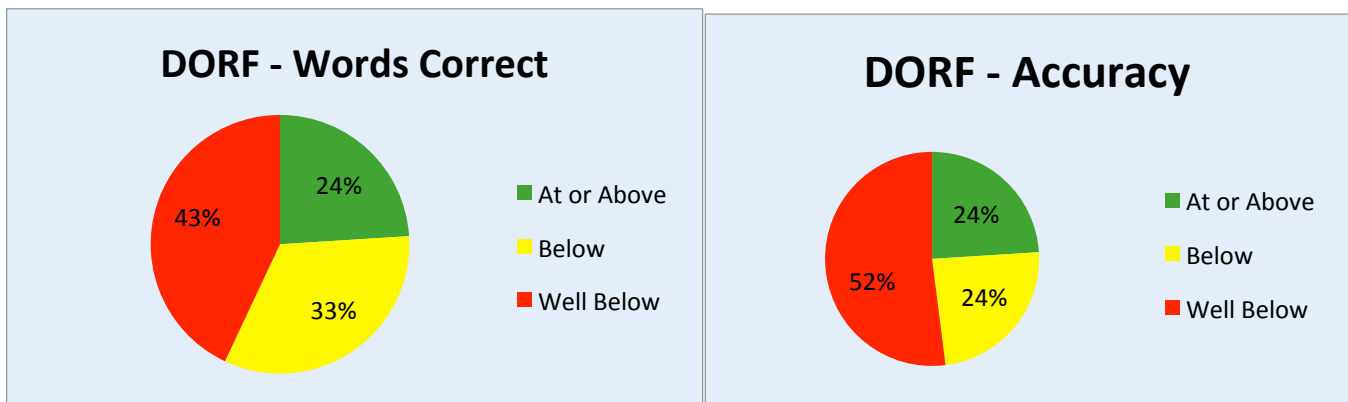
Third Grade

Twenty-one 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	89.9	95.5%	11.9
Median Score	102	97%	12
Mode Score	108	98%	17
Benchmark Score	115	99%	21

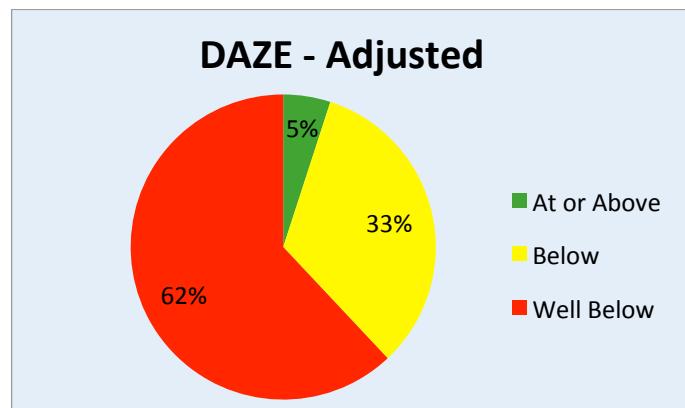
The **benchmark score** indicates the minimum score that meets acceptable literacy progress for the middle trimester period.

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 **24%** (n=5) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **33%** (n=7) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **43%** (n=9) scored *Well Below Benchmark* and are *Likely to Need Intensive Support*.

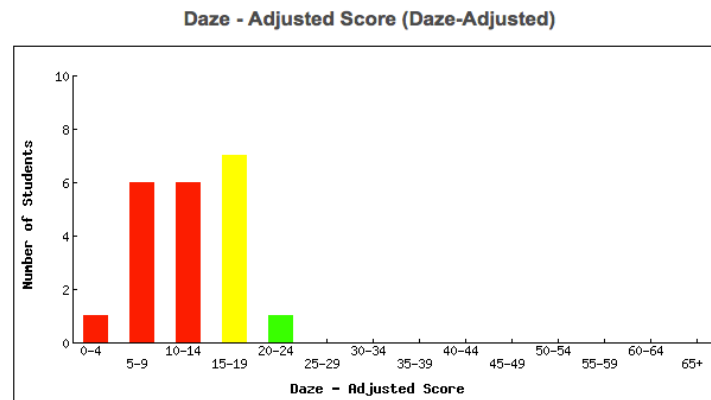
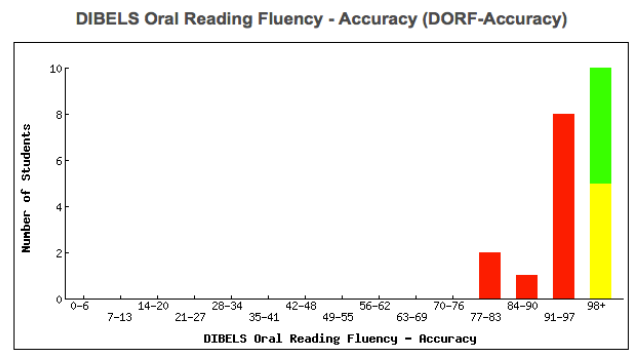
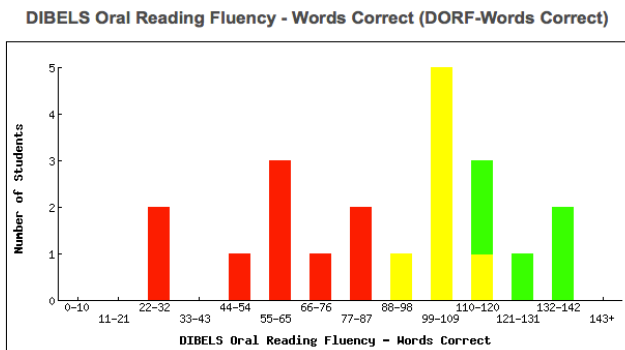


The **recommended goal** for the second trimester for the **DORF-Accuracy** measure is **99**. Analysis of the results of the **DORF-Accuracy** measure indicate that **24%** (n=5) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **24%** (n=5) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **52%** (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=1) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **33%** (n=7) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **62%** (n=13) 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=9; DORF-AC, n=11; DAZE-Adjusted, n=13), *Below Benchmark* (DORF-WC, n=7; DORF-AC, n=5; DAZE-Adjusted, n=7), and *At or Above Benchmark* (DORF-WC, n=5; DORF-AC, n=5; DAZE-Adjusted, n=1), for the second trimester according to the *Recommended Goals* for the DORF-WC, DORF-Accuracy, DAZE-Adjusted measures:



First and Second Trimester Comparisons

From first trimester to second trimester benchmark measures, there was an **18% 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 **19.7% fewer** girls *At or Above Benchmark* on the **DORF-WC** and **18% 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 **83.9** on the **first trimester** assessment to **89.9** 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 **9.7** on the first trimester assessment to **11.9** 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) and **DORF-AC** (by **6** 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	83.9	89.9	93.5%	95.5%	9.7	11.9
Median Score	89.5	102	96%	97%	9.5	12
Mode Score	107, 108, 127	108	98%	98%	10	17
Benchmark Score	97	115	99%	99%	14	21

OVERALL STRENGTHS

Analysis of the data from the **Middle (or Second) Trimester DIBELS Benchmark** measures indicates that the Omaha GirlSMART program is supporting the success of emerging literacy skills for the **86 identified at-risk students** who are participating in the program. The mean score for **kindergartners** on the **FSF increased by 8.8 points** and the mean score for **LNF increased by 15.6 points**. More than **two-thirds** of the **first graders** were *At or Above Benchmark* on **DORF-WC (71%)** and **DORF-AC (67%)**. The mean score for **first graders** on the **NWF-CLS increased by 22.8 points** and the mean score for **NWF-WWR increased by 5 points**. More than **one-third (38%)** of **second graders** were *At or Above Benchmark* on **DORF-AC**. The mean score for **second graders** on the **DORF-WC increased by 11 points** and the mean score for **DORF-AC increased by 6.5 percent**.

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, **80%** of **kindergartners** scored *Well Below Benchmark* on **FSF**, **40%** scored *Well Below Benchmark* on **LNF**, **53%** scored *Well Below Benchmark* on **PSF**, and **53%** 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, **33%** of **first graders** scored *Well Below Benchmark* on **NWF-CLS**, **62%** of **second graders** scored *Well Below Benchmark* on **DORF-AC**, and **62%** 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.