GirlSMART Richmond

Benchmark 2 Report ~ 2014-15

The GirlSMART Richmond site uses the DIBELS Next, *CORE* and *Words Their Way* assessments to measure and diagnose student literacy needs. **Twenty-four kindergarten**, **first**, and **second 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.

Kindergarten

Nine 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	28.8	26.1	22.8	21.1
Median Score	30	27	23	19
Mode Score	30	30	13	17
Benchmark Score	52	52	51	34

The ***benchmark scores*** indicate the minimum score that meets acceptable literacy progress for the second trimester period.
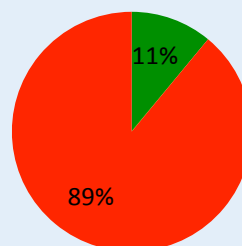
The **Recommended goal** for the second trimester for the **FSF** measure is **52**. Analysis of the results of the **FSF** subtest indicate that **0%** (n=0) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **0%** (n=0) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **100%** (n=9) scored *Well Below Benchmark* and are *Likely to Need Intensive Support.*

First Sound Fluency
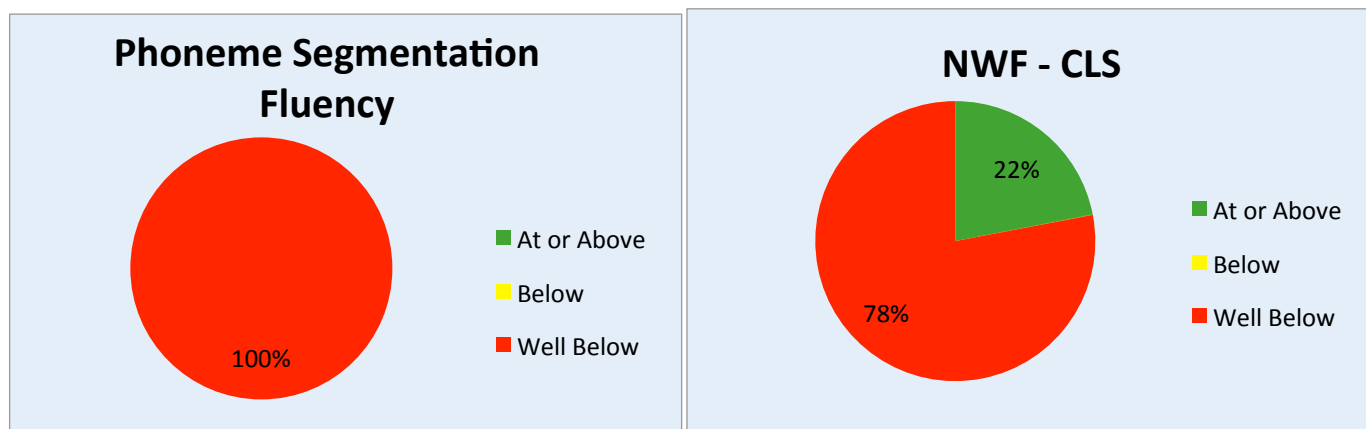
- At or Above
- Below
- Well Below

100%
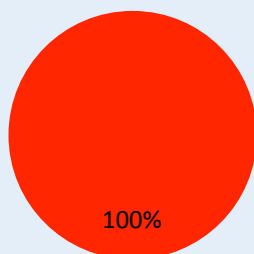
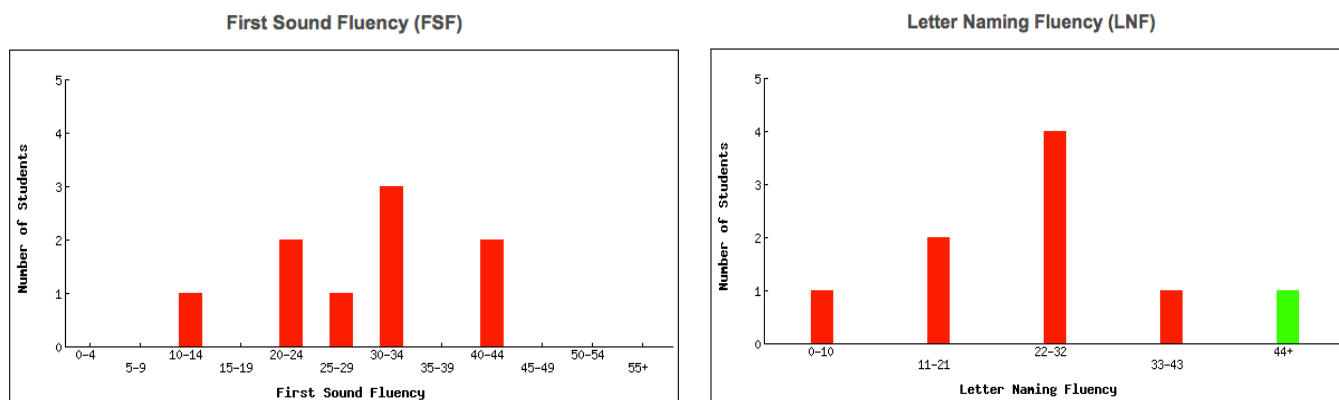**Letter Naming Fluency**

- At or Above
- Below
- Well Below

11%

89%

The *recommended goal* for the first trimester for the **LNF** measure is **29**. Analysis of the results of the **LNF** measure indicate that **11%** (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 **89%** (n=8) scored *Well Below Benchmark* and are *Likely to Need Intensive Support.*
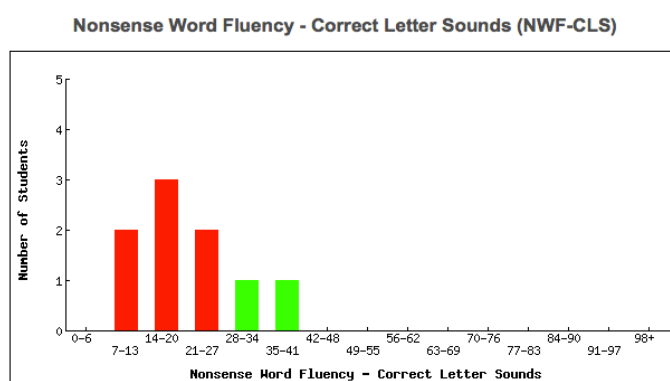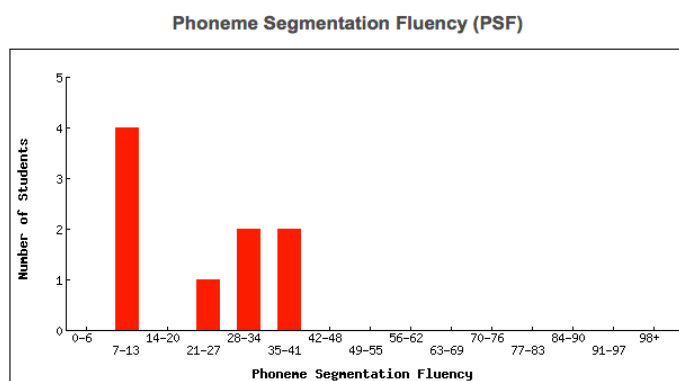
The **recommended goal** for the second trimester for the **PSF** measure is **51**. Analysis of the results of the **PSF** measure indicate that **0%** (n=0) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **0%** (n=0) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **100%** (n=9) scored *Well Below Benchmark* and are *Likely to Need Intensive Support*

Phoneme Segmentation Fluency

- At or Above
- Below
- Well Below

100%

NWF - CLS

- At or Above
- Below
- Well Below

22%
78%

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 **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 following bar graphs indicate the number of kindergarten students who are *Well Below Benchmark* (FSF, n=9; LNF, n=8; PSF, n=9; NWF-CLS, n=7), *Below Benchmark* (FSF, n=0; LNF, n=0; PSF, n=0; NWF-CLS, n=0), and *At or Above Benchmark* (FSF, n=0; LNF, n=1; PSF, n=0; NWF-CLS, n=2) 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

DIBELS was not administered to **kindergarteners** for the **first trimester**; therefore **no comparisons** can be made.

CORE Assessment Results

Ten kindergarteners were administered the **CORE assessments** for **upper** and **lower case letter names** in **April**. The students made substantial growth in 4 months. For the **upper case letter** naming assessment, the **mean score** correct **increased** by **3.4** points from **20.4** to **23.8**. N**o students** need **intensive support** and the one student who needs **substantial support** scored 21/26. For the **lower case letter** naming assessment, the **mean score** correct **increased** by **6.7** points from **17 to 23.7**. No students need intensive support and the **two students** who need **substantial support** scored 20/26 and 21/26.

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

Kindergarten	Upper Case Letter Naming Dec	Upper Case Letter Naming April	Lower Case Letter Naming Dec	Lower Case Letter Naming April
Minimum Score	0	0	0	0
Maximum Score	26	26	26	26
Mean Score	20.4	23.8	17	23.7
Mastery (26)	11% (n =1)	30% (n=3)	0% (n=0)	30% (n=3)
Approaching (22-25)	44.5% (n=4)	60% (n=6)	22% (n=2)	50% (n=5)
Substantial support (10-21)	44.5%(n=4)	10% (n=1)	56% (n=5)	20% (n=2)
Intensive support (0-9)	0% (n=0)	0% (n=0)	22% (n=2)	0% (n=0)

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

WTW Assessment Results

No *Words Their Way* assessments were given.

First Grade

Five first grade students completed the **Nonsense Word Fluency-Correct Letter Sounds** (NWF-CLS), Nonsense **Word Fluency-Whole Words Read** (NWF-WWR) and **DIBELS Oral Reading Fluency-Words Correct** (DORF-WC) measures as early literacy indicators. The **DIBELS Oral Reading Fluency-Accuracy** (DORF-Accuracy) is another first grade, second trimester measure, however, **no data was available**. 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	33.2	10.8	6.6	n/a
Median Score	34	10	0	n/a
Mode Score	n/a	n/a	0	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 **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=5) scored *Well Below Benchmark* and are *Likely to Need Intensive Support.*
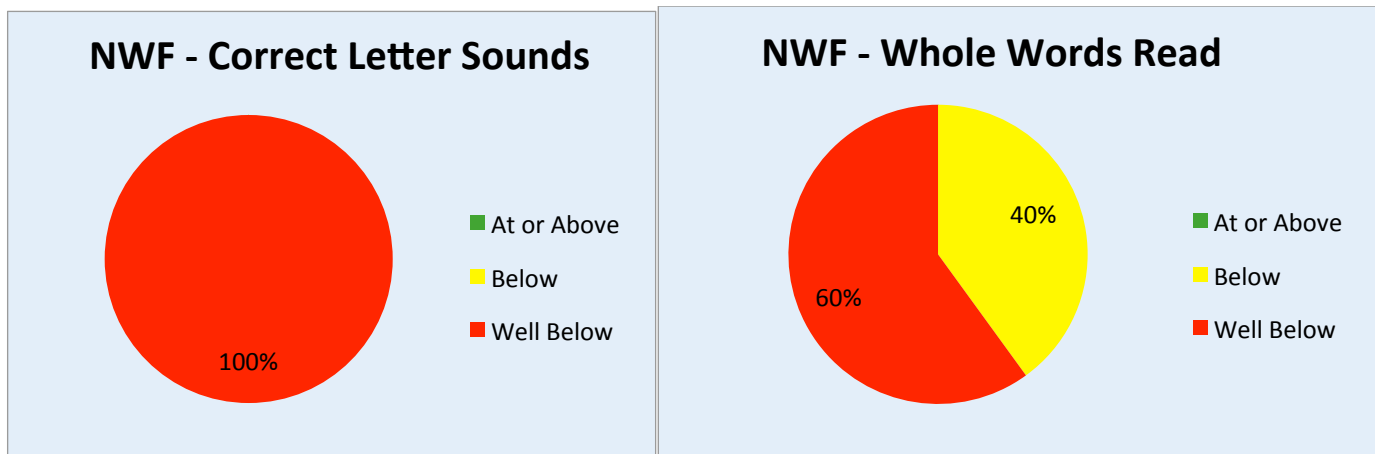

The **recommended goal** for the second trimester for the **NWF-WWR** measure is **21**. Analysis of the results of the **NWF-WWR** measure indicate that **0%** (n=0) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **40%** (n=2) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **60%** (n=3) 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 **0%** (n=0) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **20%** (n=1) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **80%** (n=4) scored *Well Below Benchmark* and are *Likely to Need Intensive Support.*

DORF - Words Correct

At or Above
Below
Well Below

20%
80%
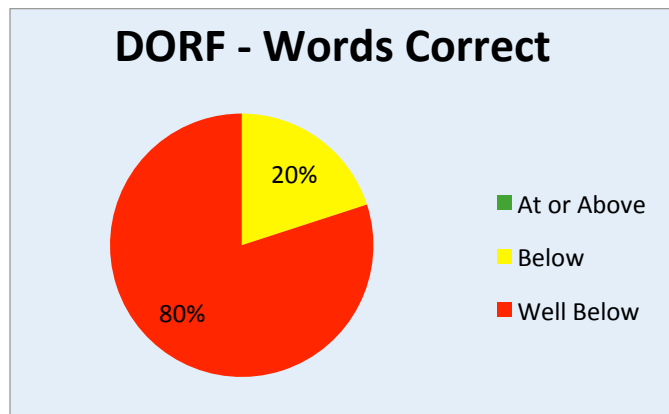
The following bar graphs indicate the number of **first grade students** who are *Well Below Benchmark* (NWF-CLS, n=5; NWF-WWR, n=3; DORF-WC, n=4), *Below Benchmark* (NWF-CLS, n=0; NWF-WWR, n=2; DORF-WC, n=1), and *At or Above Benchmark* (NWF-CLS, n=0; NWF-WWR, n=0; DORF-WC, n=0), for the second trimester according to the *Recommended Goals* for the NWF-CLS, NWF-WWR, and DORF-WC measures:
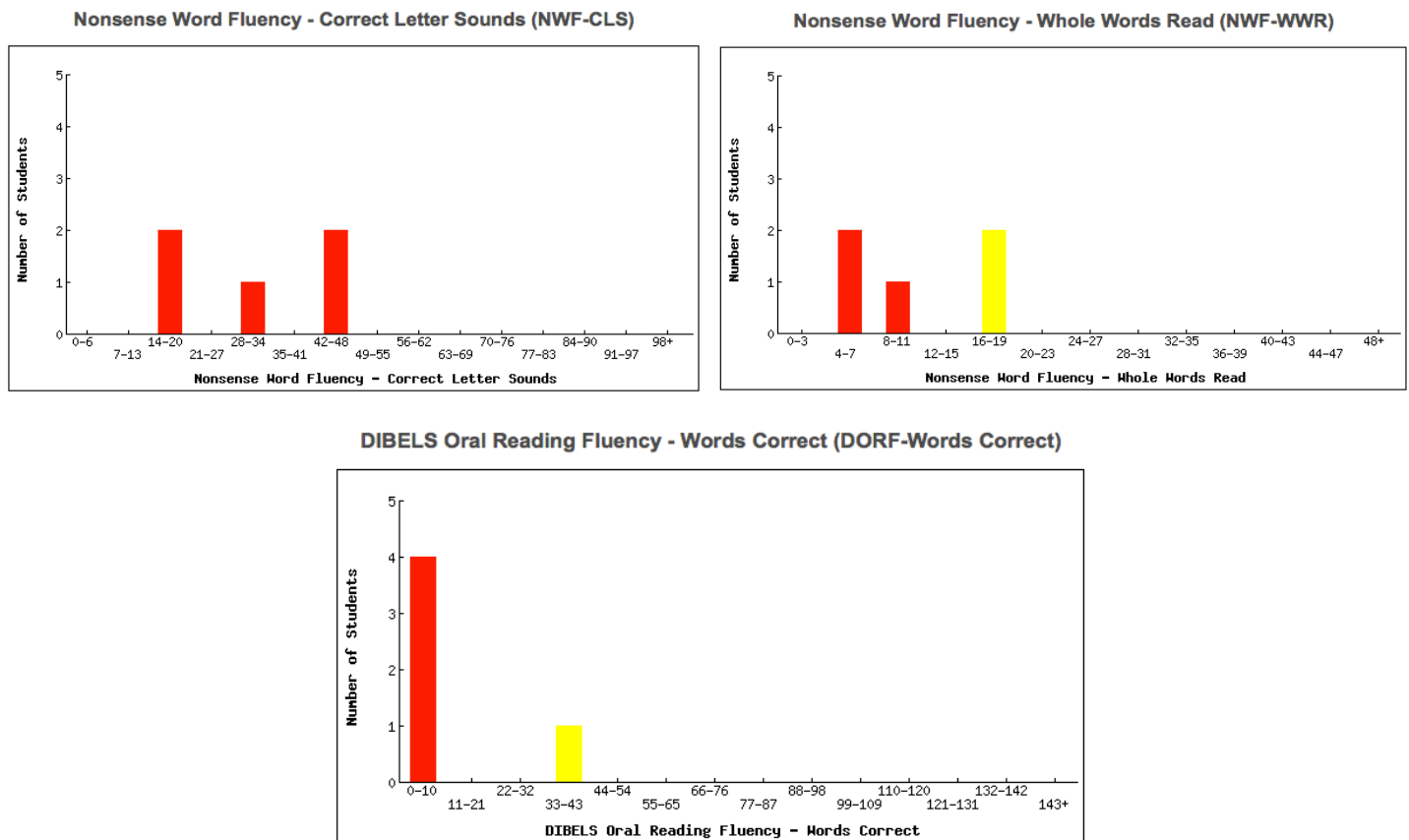
First and Second Trimester Comparisons

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 **20% increase** in the percentage of girls who were *Well Below Benchmark* and for **NWF-WWR** there was **60% increase** in the percentage of girls who were *Well Below 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, in part, for the **decrease** in girls *At or Above Benchmark* and the **increase** in girls *Well Below Benchmark.* These changes do not necessarily mean that girls are not improving their literacy skills, however the girls made only slight gains in their mean scores from September to April. The **mean score** for **NWF-CLS** increased (by **4.8** points) from 28.4 to 33.2. The **mean scores** for **NWF-WWR** barely increased (by **1.2** points), from 9.6 to 10.8.

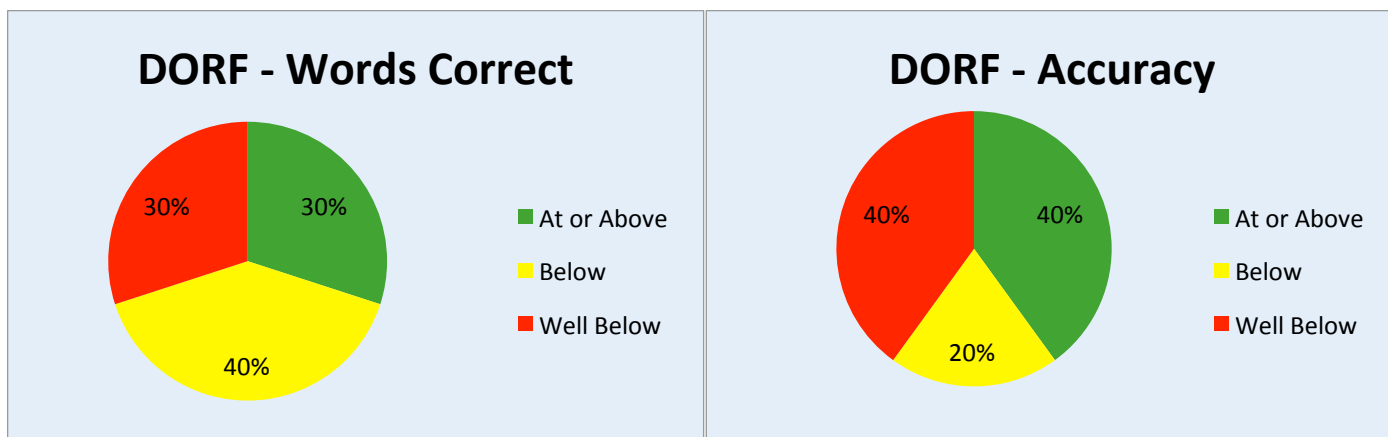| First Grade	NWF-CLS Beginning	NWF-CLS Middle	NWF-WWR Beginning	NWF-WWR Middle
Minimum Score	0	0	0	0
Maximum Score	143	143	50	50
Mean Score	28.4	33.2	9.6	10.8
Median Score	30	44	10	10
Mode Score	30	n/a	n/a	n/a
Benchmark Score	42	70	7	21

Words Their Way Assessment

Nine first grade girls were administered the **Words Their Way** (*WTW*) **Primary Spelling Inventory** (PSI) in April of 2015. The first and second grade scores are reported together. See WTW Assessment results for first and second grade under the second grade section.

Second Grade

Ten 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	87.7	97%
Median Score	86.5	98%
Mode Score	n/a	100%
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 **30%** (n=3) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **40%** (n=4) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **30%** (n=3) scored *Well Below Benchmark* and are *Likely to Need Intensive Support.*

DORF - Words Correct

- At or Above: 30%
- Below: 40%
- Well Below: 30%

DORF - Accuracy

- At or Above: 40%
- Below: 20%
- Well Below: 40%

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 **40%** (n=4) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **20%** (n=2) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **40%** (n=4) 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=3; DORF-AC, n=4), *Below Benchmark* (DORF-WC, n=4; DORF-AC, n=2), and *At or Above Benchmark* (DORF-WC, n=3; DORF-AC, n=4), 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)
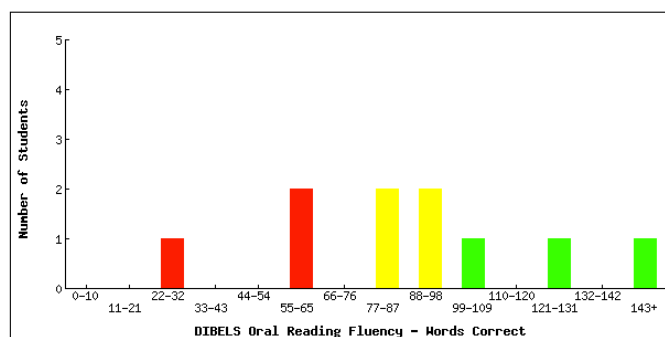
DIBELS Oral Reading Fluency - Accuracy (DORF-Accuracy)
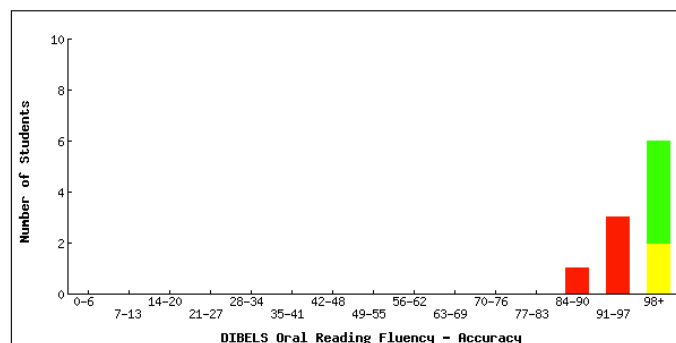
First and Second Trimester Comparisons

From first trimester to second trimester benchmark measures, there was an **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 (15%)** in the percentage of girls who were *At or Above Benchmark* and an **increase (8%)** in the percentage of girls who were *Well Below Benchmark*. For **DORF-AC** there was a slight **increase (7.7%)** in the percentage 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**. For the **DORF-AC**, the benchmark score of 99% was that same for beginning and middle assessments. Although the percentage of girls who were *At or Above Benchmark* decreased, the mean scores **increased** on the **DORF-WC** and **slightly** on the **DORF-AC** in the second trimester.

The table below shows that **mean score** for **DORF-WC** increased (by 8.1 points) from 79.6 to 87.7, as did the **mean score** for **DORF-AC** (by 2.7 percentage points), from 94.3% to 97%.

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	**79.6**	**87.7**	**94.3%**	**97%**
Median Score	75	86.5	96%	98%
Mode Score	59	n/a	100%	99%
Benchmark Score	80	100	99%	99%

Words Their Way Assessment

Twenty first and **second** grade girls were administered the **Words Their Way** (*WTW*) **Primary Spelling Inventory** (PSI) on April 15, 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, intensive work on **common long vowels**.

First & Second Grades	Initial Consonants	Final Consonants	Short Vowel	Digraphs	Blends
Minimum Score	0	0	0	0	0
Maximum Score	7	7	7	7	7
Mean Score *April 2015*	6.7	6.7	5.6	4.9	5.4
Mean Score *Sept 2014*	6.7	6.2	5.9	3.8	4.4
Difference	0.0	+0.5	-0.3	+1.1	+1.0

The **average placement** of the girls in the **early** to **middle Within Word Pattern stage middle** is confirmed by the low mean scores on **other vowels**, **inflected endings**, and **correct spellings assessments**. One girl still needs **focused instruction** on the features of **final consonants** and **short vowels** and **several** girls need **focused instruction** on **digraphs** and **blends.**

First & Second Grades	Long Vowels	Other Vowels	Inflected Endings	Correct Spellings
Minimum Score	0	0	0	0
Maximum Score	7	7	7	26
Mean Score *April 2015*	3.3	2.8	2.4	12.4
Mean Score *Sept 2014*	2.1	1.5	1.4	9.8
Difference	+1.2	+1.3	+1.0	+2.6

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 **April 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.

Third Grade

No third grade DIBELS scores were reported.

Words Their Way Assessment

Two third grade girls were administered the **Words Their Way** (*WTW*) **Primary Spelling Inventory** (PSI) in April 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 April 2015	7	7	7	6.5	7
Mean Score Sept 2014	7	7	6.7	6.3	6.3
Difference	0	0	+0.3	+0.2	+0.7

The average placement of the girls in the **early** to **middle Within Word Pattern stage** is confirmed by the low mean scores on **long vowels**, **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 April 2015	4.5	3.5	4.5	17.0
Mean Score Sept 2014	3.8	3.2	4	14.2
Difference	+0.7	+0.3	+0.5	+2.8

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 **April 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.

OVERALL STRENGTHS

Analysis of the data from the **Middle (or Second) Trimester DIBELS Benchmark** measures indicates that the Lincoln GirlSMART program is supporting the success of emerging literacy skills for the **29 identified at-risk students** who are participating in the program. **No comparisons** can be made for **kindergarteners'** performance on **DIBELS** since DIBELS was not administered to these students during the first trimester. Kindergarteners did make **progress** on the **CORE Assessment** for Upper and Lowercase Letter Naming. The **mean score** for **uppercase letter naming increased** by **3.4** from 20.4 in September, to 23.8 in April. The **mean scores** for **lowercase letter naming** increased by **6.7** points, from 17 to 23.7 points. The mean score for **first graders** on the **NWF-CLS increased** by **4.8** points and the mean score for **NWF-WWR increased** by **1.2 points**. A little less than **one half** (40%) of **second graders** were *At or Above Benchmark* on **DORF-AC**. The mean score for **second graders** on the **DORF-WC increased** by **8.1** points and the mean score for **DORF-AC increased** by **2.7 percent**. **DIBELS** scores for **third graders** were not available. 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 slightly, 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, 89%** scored *Well Below Benchmark* on **LNF, 100%** scored *Well Below Benchmark* on **PSF,** and **79%** 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, **100%** of **first graders** scored *Well Below Benchmark* on **NWF-CLS and 80%** scored *Well Below Benchmark* on **DORF-WC**. **Forty percent** of **second** graders scored *Well Below Benchmark* on **DORF-AC.** No scores for **third** graders were reported.

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). Girls who did not score 26 points on the **CORE Assessment** for Upper and Lowercase Letter Naming should be pulled aside for **small group instruction** everyday for 3 minutes to review the letter names by identifying them orally.

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.