

## GirlSMART EnCompass

### Benchmark 1 Report ~ 2014-15

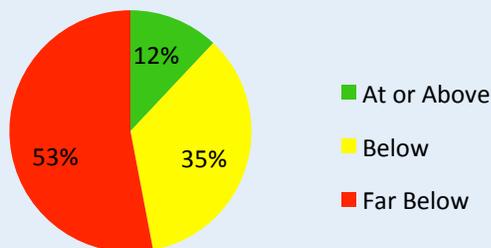
The GirlSMART EnCompass site uses the DIBELS Next and *Words Their Way* assessments to measure and diagnose student literacy needs. **Thirty first, second, and third grade** students who were identified by their school sites to be at-risk for literacy success were assessed in September – October 2014 in order to progress monitor academic performance in literacy.

#### First Grade

**Seventeen first grade** students completed the **Letter Naming Fluency (LNF)**, **Phoneme Segmentation Fluency (PSF)**, **Nonsense Word Fluency-Correct Letter Sounds (NWF-CLS)**, and **Nonsense Word Fluency-Whole Words Read (NWF-WWR)** 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 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 beginning first grade trimester.

First Grade	Letter Naming Fluency	Phoneme Segmentation Fluency	Nonsense Word Fluency-Correct Letter Sounds	Nonsense Word Fluency-Whole Words Read
Minimum Score	0	0	0	0
Maximum Score	110	74	143	50
Mean Score	46.6	51.7	39.8	5.6
Median Score	46	49	36	2
Mode Score	43	42, 61	36, 51	0
Benchmark Score	58	Not Defined	42	7

#### Letter Naming Fluency

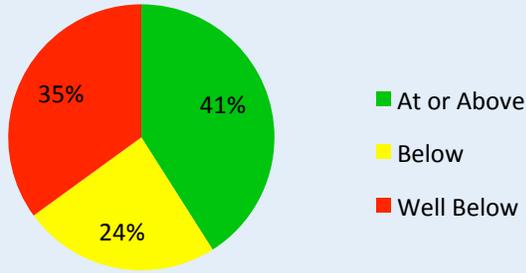


**The recommended goal** for the first trimester for the **LNF** measure is **58**. Analysis of the results of the **LNF** measure indicate that **12%** (n=2) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **35%** (n=6) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **53%** (n=9) scored *Well Below Benchmark* and are *Likely to Need Intensive Support*.

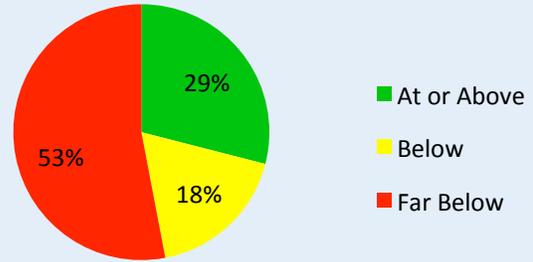
The **recommended goal** for the first trimester for the **PSF** measure is **not defined**.

The **recommended goal** for the first trimester for the **NWF-CLS** measure is **42**. Analysis of the results of the **NWF-CLS** measure indicate that **41%** (n=7) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **24%** (n=4) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **35%** (n=6) scored *Well Below Benchmark* and are *Likely to Need Intensive Support*.

## NWF - Correct Letter Sounds



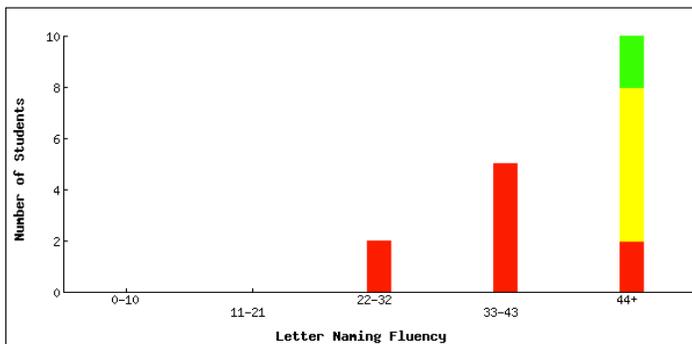
## NWF- Whole Words Read



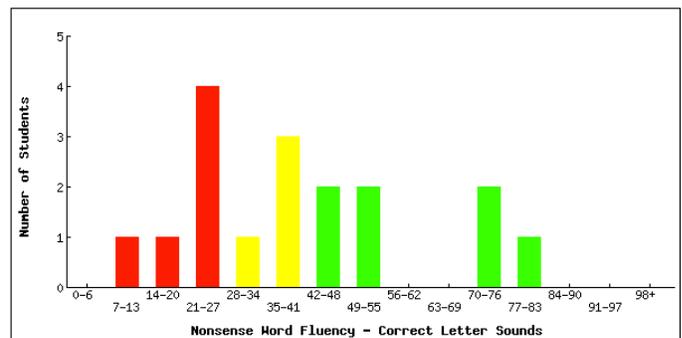
The **recommended goal** for the first trimester for the **NWF-WWR** measure is **7**. Analysis of the results of the **NWF-WWR** measure indicate that **29%** (n=5) of the students who completed this subtest scored **At or Above Benchmark** and are **Likely to Need Core Support**, **18%** (n=3) scored **Below Benchmark** and are **Likely to Need Strategic Support** and **53%** (n=9) 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** (LNF, n=9; NWF-CLS, n=6; NWF-WWR, n=9) **Below Benchmark**, (LNF, n=6; NWF-CLS, n=4; NWF-WWR, n=3) and **At or Above Benchmark** (LNF, n=2; NWF-CLS, n=7; NWF-WWR, n=5) for the first trimester according to the **Recommended Goals** for the LNF, NWF-CLS, and NWF-WWR measures:

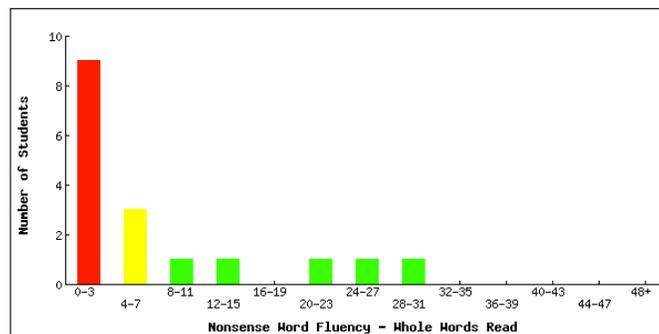
Letter Naming Fluency (LNF)



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



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



## Words Their Way Assessment

**Fourteen** first grade girls were administered the **Words Their Way (WTW) Primary Spelling Inventory (PSI)** in October of 2014. The results of the **WTW PSI**, based on the mean scores for each spelling feature, indicate that the majority of girls are in the **early Letter Name-Alphabetic stage** and need continued review work on the

features of **short vowels**. **Three girls** are at the **Emergent stage** and need intensive, **direct instruction** in **initial** and **final consonants**.

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	5.6	5.6	4.3	.6	0.9

There were also several girls who scored at the **late Letter-Name Alphabetic** stage. The average placement of the girls in the **early 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	0	0	0	3.3

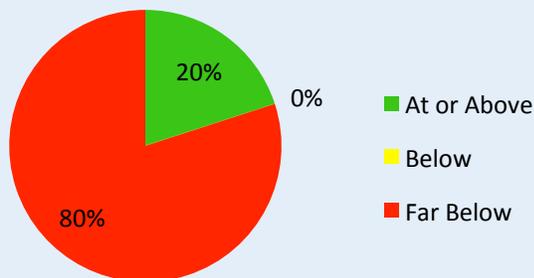
### Second Grade

Ten second graders completed the **Nonsense Word Fluency-Correct Letter Sounds (NWF-CLS)**, and **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 the beginning second grade trimester.

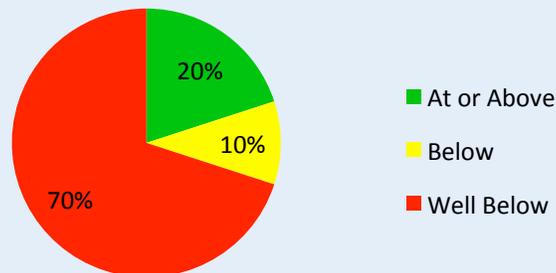
Second Grade	NWF-CLS	NWF-WWR	DORF-Words Correct	DORF-Accuracy
Minimum Score	0	0	0	0%
Maximum Score	143	50	275	100%
Mean Score	47.1	14.9	46.8	86.8%
Median Score	33	10.5	39	95.5%
Mode Score	n/a	12	n/a	81%, 90%, 92%,
Benchmark Score	74	22	80	99%

The **recommended goal** for the first trimester for the **NWF-CLS** measure is **74**. Analysis of the results of the NWF-CLS measure indicate that **20%** (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 **80%** (n=8) scored **Well Below Benchmark** and are *Likely to Need Intensive Support*.

### NWF - Correct Letter Sounds



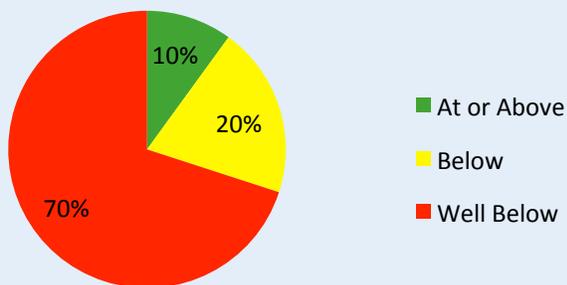
### NWF - Whole Words Read



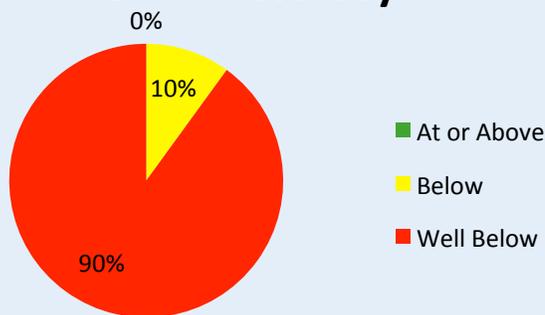
The **recommended goal** for the first trimester for the **NWF-WWR** measure is **22**. Analysis of the results of the **NWF-WWR** measure indicate that **20%** (n=2) of the students who completed this subtest scored **At or Above Benchmark** and are *Likely to Need Core Support*, **10%** (n=1) scored **Below Benchmark** and are *Likely to Need Strategic Support* and **70%** (n=7) scored **Well Below Benchmark** and are *Likely to Need Intensive Support*.

The **recommended goal** for the first trimester for the **DORF-WC** measure is **80**. Analysis of the results of the **DORF-WC** measure indicate that **10%** (n=1) 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 **70%** (n=7) scored **Well Below Benchmark** and are *Likely to Need Intensive Support*.

### DORF - Words Correct



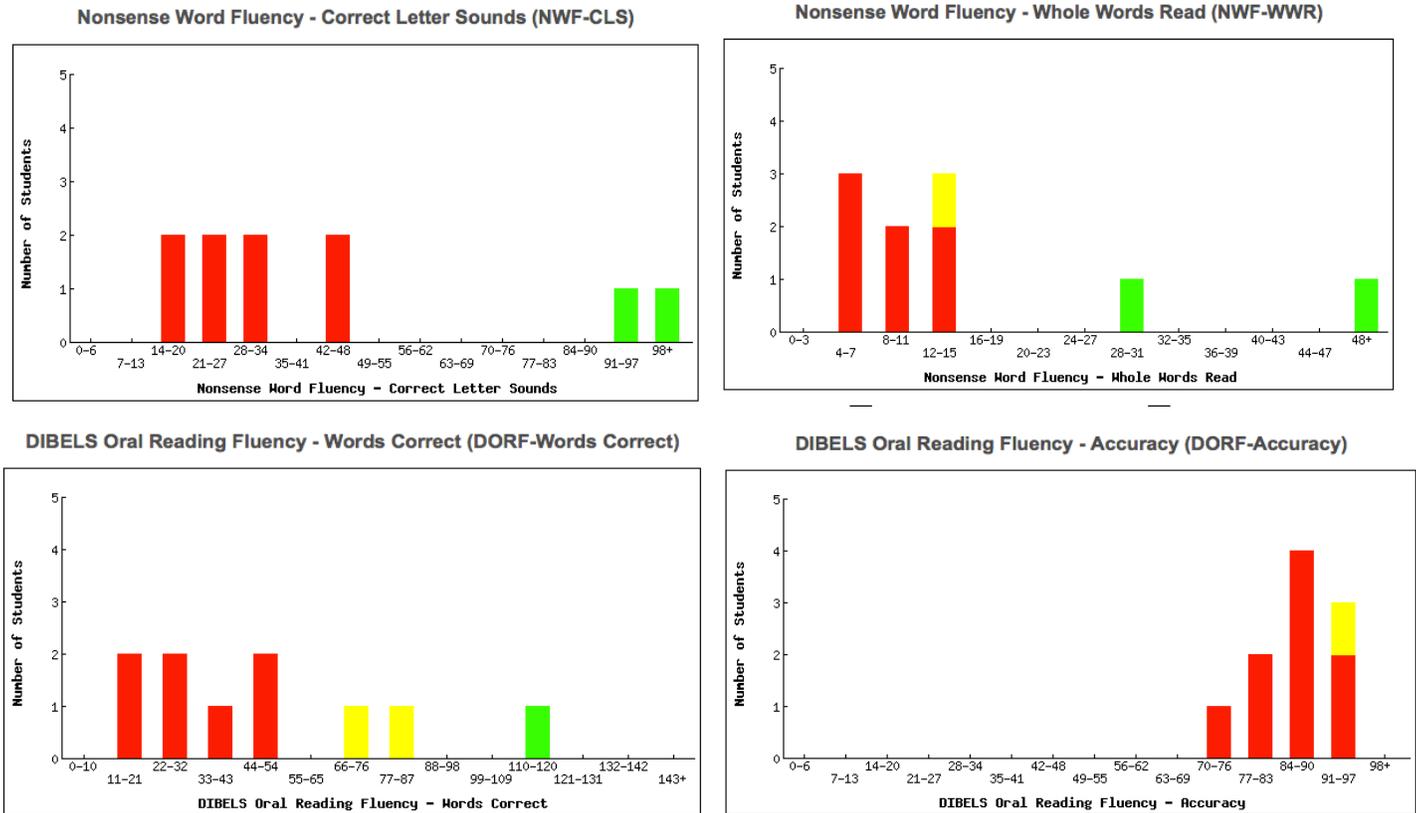
### DORF - Accuracy



The **recommended goal** for the first trimester for the **DORF-Accuracy** measure is **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*, **10%** (n=1) scored **Below Benchmark** and are *Likely to Need Strategic Support* and **90%** (n=9) 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** (NWF-CLS, n=8; NWF-WWR, n=7; DORF-WC, n=7; DORF-AC, n=9), **Below Benchmark** (NWF-CLS, n=0; NWF-WWR, n=1; DORF-WC, n=2; DORF-AC, n=1), and **At or Above Benchmark** (NWF-CLS, n=2; NWF-WWR, n=2;

DORF-WC, n=1; DORF-AC, n=0), for the first trimester according to the *Recommended Goals* for the NWF-CLS, NWF-WWR, DORF-WC and DORF-Accuracy measures:



### Words Their Way Assessment

Eleven second grade girls were administered the **Words Their Way (WTW) Elementary Spelling Inventory** (ESI) in October of 2014. The results of the *WTW* ESI, based on the mean scores for each spelling feature, indicate that the majority of girls are in the **middle** or **late** stage of the of **Letter-Name Alphabetic stage** and need continued review work on the features of **digraphs** and targeted, **direct instruction on blends**.

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	6.5	4.1	2.8	4.3	.7

The average placement of the girls in the **Letter-Name Alphabetic stage** is confirmed by the low mean scores on the features of **Long Vowels** through **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	.5	.5	.1	0	0

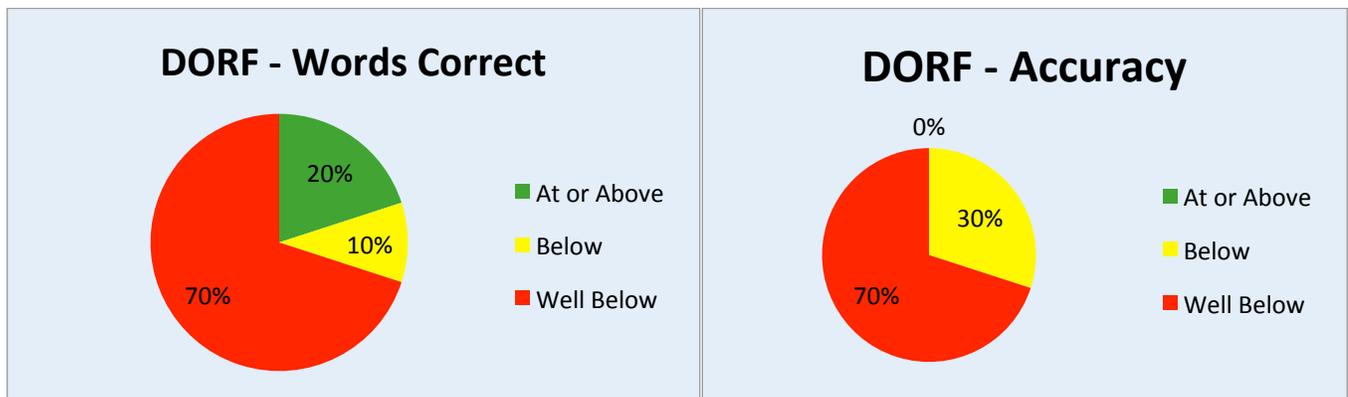
### Third Grade

**Thirteen third grade** students completed **DIBELS Oral Reading Fluency-Words Correct (DORF-WC)** and **DIBELS Oral Reading Fluency-Accuracy (DORF-Accuracy)** assessments as literacy indicators for the first trimester of the 2014-2015 school year. Twelve girls were tested on the **DIBELS DAZE**. 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 beginning third grade trimester.

Third Grade	DORF-Words Correct	DORF-Accuracy	DAZE-Adjusted
Minimum Score	0	0	0
Maximum Score	300	100%	51
Mean Score	70.4	92.4%	4.7
Median Score	78	95%	3.5
Mode Score	83	93%, 95%, 99%	0
Benchmark Score	97	99%	14

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

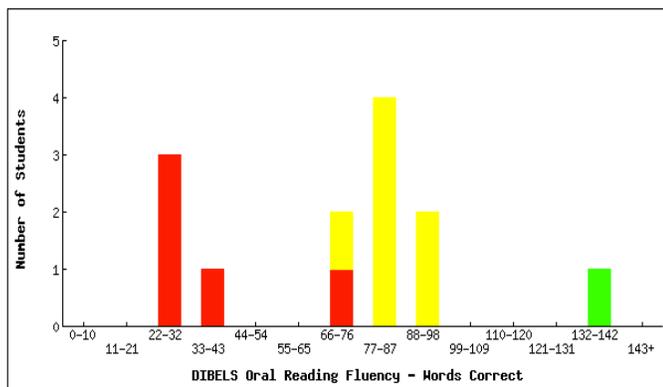
The **recommended goal** for the first trimester for the **DORF-WC** measure is **97**. Analysis of the results of the **DORF-WC** measure indicate that **20%** (n=2) of the students who completed this subtest scored **At or Above Benchmark** and are *Likely to Need Core Support*, **10%** (n=1) scored **Below Benchmark** and are *Likely to Need Strategic Support* and **70%** (n=7) scored **Well Below Benchmark** and are *Likely to Need Intensive Support*.



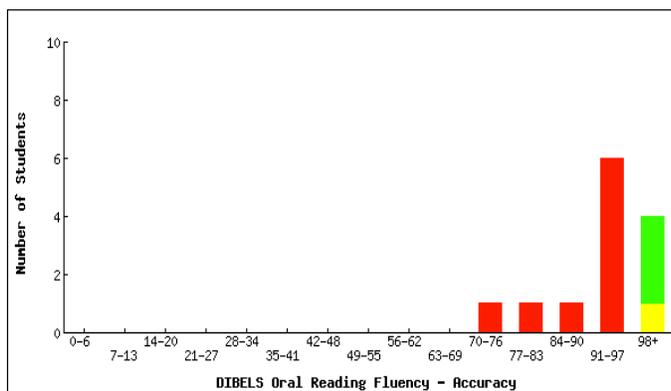
The **recommended goal** for the first trimester for the **DORF-Accuracy** measure is **99**. Analysis of the results of the **DORF-Accuracy** measure indicate that **0%** (n=0) of the students who completed this subtest scored **At or Above Benchmark** and are *Likely to Need Core Support*, **30%** (n=3) scored **Below Benchmark** and are *Likely to Need Strategic Support* and **70%** (n=7) 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=5; DORF-AC, n=9; DAZE, n=10), **Below Benchmark** (DORF-WC, n=7; DORF-AC, n=1; DAZE, n=2), and **At or Above Benchmark** (DORF-WC, n=1; DORF-AC, n=3; DAZE, n=0) for the first trimester according to the *Recommended Goals* for the DORF-WC, DORF-Accuracy, and DAZE:

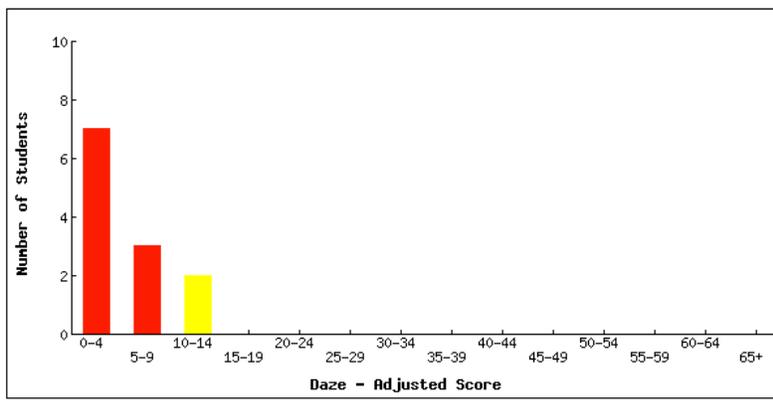
DIBELS Oral Reading Fluency - Words Correct (DORF-Words Correct)



DIBELS Oral Reading Fluency - Accuracy (DORF-Accuracy)



Daze - Adjusted Score (Daze-Adjusted)



**Words Their Way Assessment**

Nine third grade girls were administered the *WTW Elementary Spelling Inventory* (ESI) in October of 2014. 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 Syllables and Affixes stage**. (Most are in **Inflected Endings stage** with **one** girl at the **Unaccented Syllable stage**.)

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	5.8	6.7	4.3

The average placement of the girls in the **early Syllables and Affixes stage** is confirmed by the low mean scores on the features of **Syllable Junctures** and beyond.

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	4.4	2.8	1	.4	.3

To best meet the developmental spelling needs of all girls at all grade levels, continued differentiated instruction following guidelines and activities found in *WTW* is recommended.

## OVERALL STRENGTHS

Analysis of the data from the Beginning DIBELS Benchmark measures indicate that the EnCompass GirlSMART program is supporting success of emerging literacy skills for the **thirty identified at-risk students** who are participating in the program. Overall, **almost half of first graders** were **at or above** benchmark for **NWF-CLS** and the **WTW assessment** results for these first graders placed the overwhelming majority of these students are at the **early Letter-Name Alphabetic stage**. This developmental stage is an appropriate developmental spelling stage for first graders. The assessment results for **second** and **third grade** girls for **Words Their Way** revealed that the majority of girls were at an **appropriate developmental spelling stage** for their grade level.

## Areas of Concern

Based on **all DIBELS measures**, the **majority** of girls scored **below** or **well below benchmark**. Students in the early grades who score **below** and **far below** benchmark are at **risk of falling further behind** with each grade level. For example, the majority of **first graders** scored **below** or **far below benchmark** scores on **all measures: 88% for LNF, 59% for NWF-CLS and 71% for NWF-WWR**. **The negative trend** continues with each grade level. For **second grade**, **80%** of girls scored **below** or **far below benchmark** on the **NWF-CLS** and **NWF-WWR**, with **90%** scoring **below** or **far below benchmark** on the **DORF-WC** and **DORF-Accuracy**. Of **great concern** is the **large percentage** of **third grade** girls who scored **below** or **far below benchmark** on the **DORF-Accuracy**. **Eighty percent** scored **below** or **far below benchmark** on the **DORF-WC** and **100%** scored in this same **at-risk** range for **DORF-Accuracy**.

## 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 **LNF** 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 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).

The **overwhelming majority** of **second** and **third graders** scored **below** or **well below** on the two **NWF** and 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.