

## GirlSMART Richmond

### Benchmark 1 Report ~ 2014-15

The GirlSMART Richmond site uses the DIBELS Next and *Words Their Way* assessments to measure and diagnose student literacy needs. **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 on ***Words Their Way*** and **eighteen** (first, second and third graders) were assessed on **DIBELS Next** at the beginning of the 2014 school year in order to progress monitor academic performance in literacy.

#### Kindergarten

Kindergarten students were not administered the DIBELS Next Assessment.

#### CORE Assessment Results

**Eight kindergarteners** were administered the **CORE assessments** for **upper and lower case letter names** in **September** and **nine** were administered the same assessment in **December**. The students made substantial growth in 2.5 months. For the **upper case letter** naming assessment, the **mean score** correct **almost doubled** from **11** to **20.4** and **no students** need **intensive support** after the second assessment. For the **lower case letter** naming assessment, the **mean score** correct **almost doubled** from **9** to **17** with only **two students** needing **intensive support** after the second assessment.

On the second assessment for **upper case letter naming**, **1** of the **9 girls** demonstrated **mastery** (*all 26 letters named correctly*), **4** were **approaching mastery** (*22-25 letters named correctly*), **4** need **substantial support** (*10-21 letters named correctly*) and **0** girls require **intensive support** (*0-9 letters named correctly*).

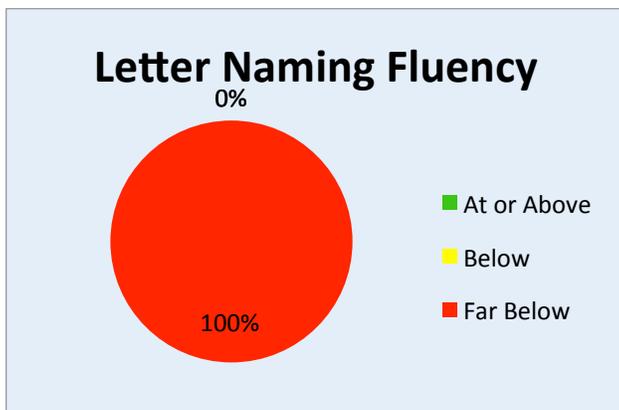
Kindergarten	Upper Case Letter Naming Sept	Upper Case Letter Naming Dec	Lower Case Letter Naming Sept	Lower Case Letter Naming Dec
Minimum Score	0	0	0	0
Maximum Score	26	26	26	26
Mean Score	11	20.4	9	17
Mastery (26)	0% (n=0)	11% (n =1)	0% (n=0)	0% (n=0)
Approaching (22-25)	13% (n=1)	44.5 % (n=4)	0% (n=0)	22% (n=2)
Substantial support (10-21)	50% (n=4)	44.5 % (n=4)	50% (n=4)	56% (n=5)
Intensive support (0-9)	37% (n=3)	0% (n=0)	50% (n=4)	22% (n=2)

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

#### First Grade

**Five 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.

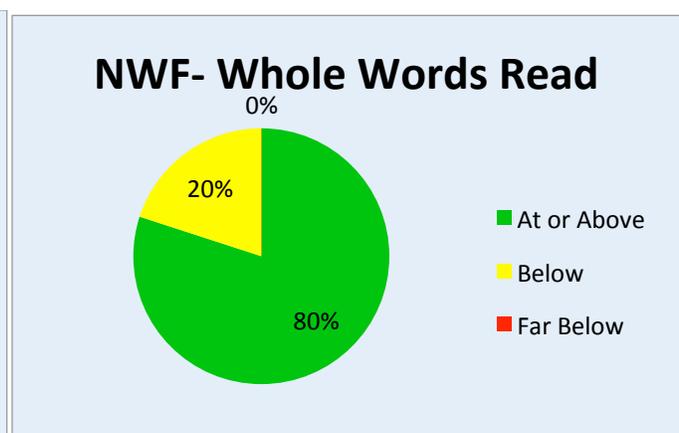
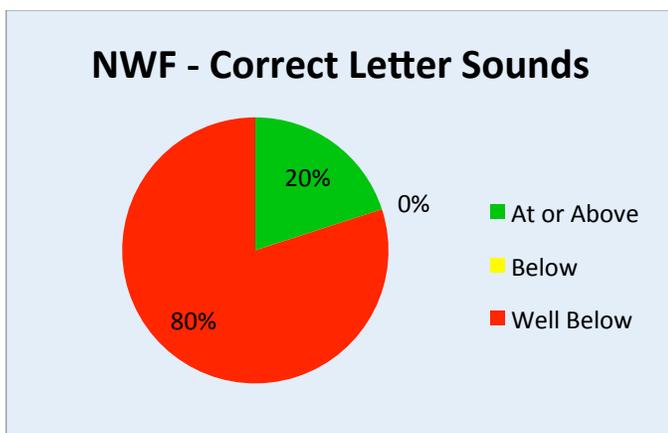
First Grade	Letter Naming Fluency	Phoneme Segmentation Fluency	Nonsense Word Fluency-Correct Letter Sounds	Nonsense Word Fluency-Whole Words Read
Minimum Score	0	0	0	0
Maximum Score	110	74	143	50
Mean Score	30.6	27.8	28.4	9.6
Median Score	26	33	30	10
Mode Score	n/a	n/a	30	n/a
Benchmark Score	58	Not Defined	42	7



The recommended goal for the first trimester for the LNF measure is **58**. Analysis of the results of the LNF 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 first trimester for the PSF measure is **not defined**.

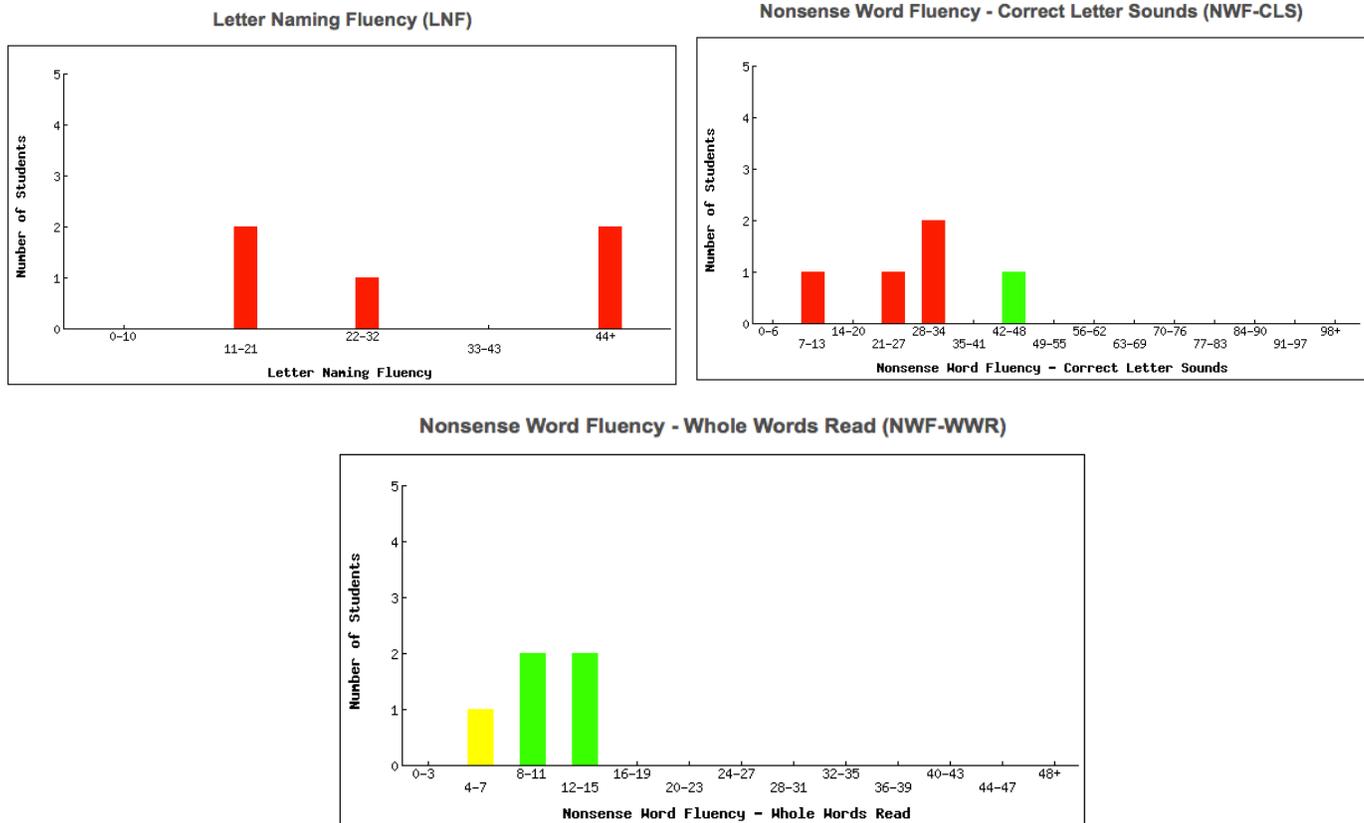
The recommended goal for the first trimester for the NWF-CLS measure is **42**. Analysis of the results of the NWF-CLS measure indicate that **20%** (n=1) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **0%** (n=0) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **80%** (n=4) scored *Well Below Benchmark* and are *Likely to Need Intensive Support*.



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 **80%** (n=4) 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 **0%** (n=0) 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=5; NWF-CLS, n=4; NWF-WWR, n=0) *Below Benchmark*, (LNF, n=0; NWF-CLS, n=0; NWF-WWR, n=0) and *At or*

Above Benchmark (LNF, n=0; NWF-CLS, n=1; NWF-WWR, n=4) for the first trimester according to the Recommended Goals for the LNF, NWF-CLS, and NWF-WWR measures:



### Words Their Way Assessment

Six first grade girls were administered the **Words Their Way (WTW) Primary Spelling Inventory (PSI)** in September of 2014. The first and second grade scores are reported together. See WTW Assessment results for first and second grade under the second grade section.

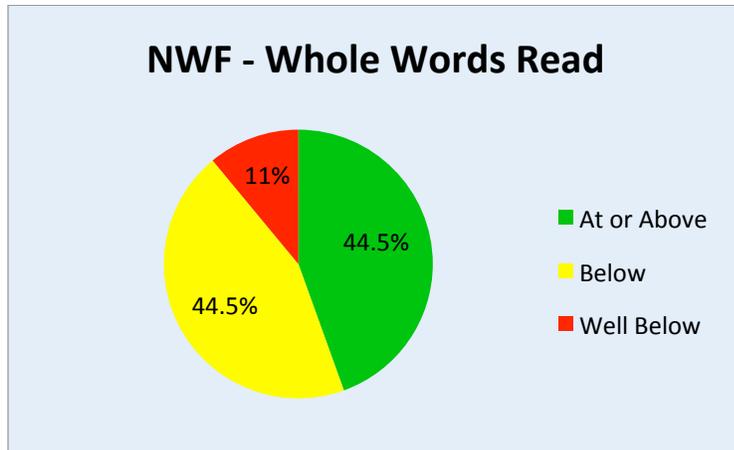
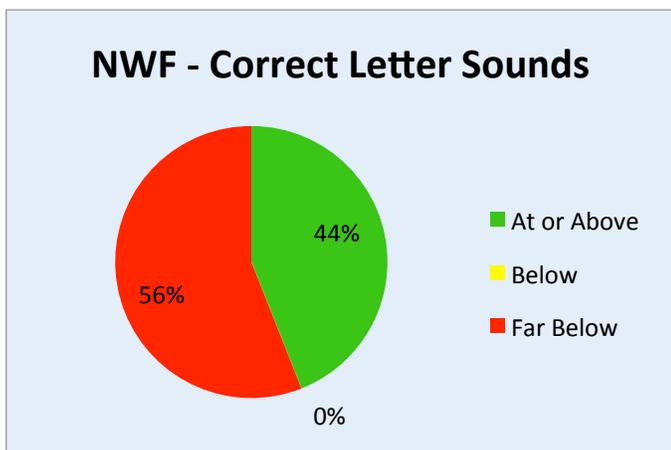
#### Second Grade

Nine 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	81.7	27.2	79.6	94.3%
Median Score	52	17	75	96%
Mode Score	n/a	n/a	59	100%,

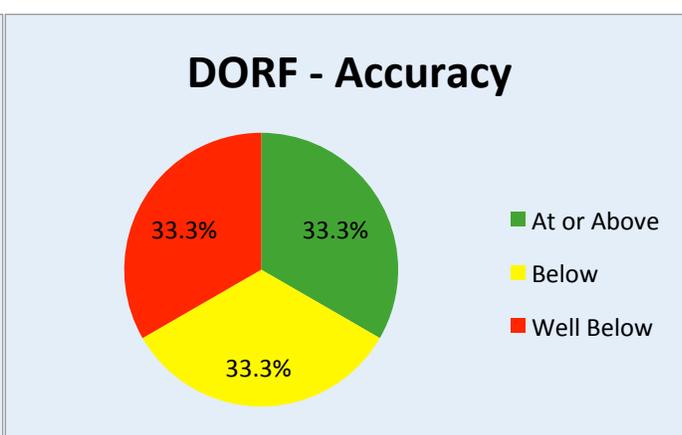
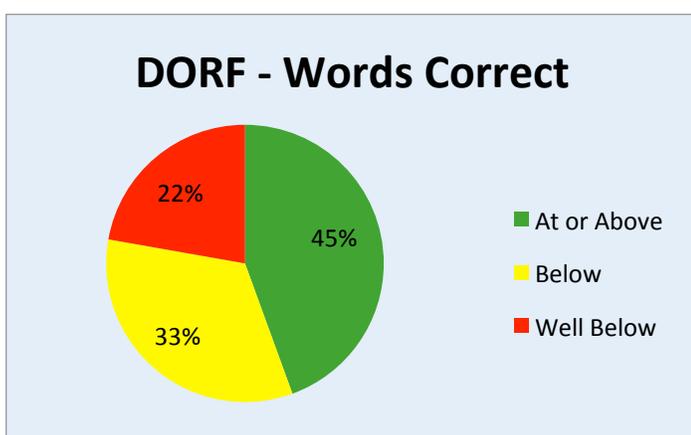
<b>Benchmark Score</b>	74	22	80	99%
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The **recommended goal** for the first trimester for the **NWF-CLS** measure is **74**. Analysis of the results of the NWF-CLS measure indicate that **44%** (n=4) of the students who completed this subtest scored *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 **56%** (n=5) scored *Well Below Benchmark* and are *Likely to Need Intensive Support*.



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 **44.5%** (n=4) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **44.5%** (n=4) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **11%** (n=1) scored *Well Below Benchmark* and are *Likely to Need Intensive Support*.

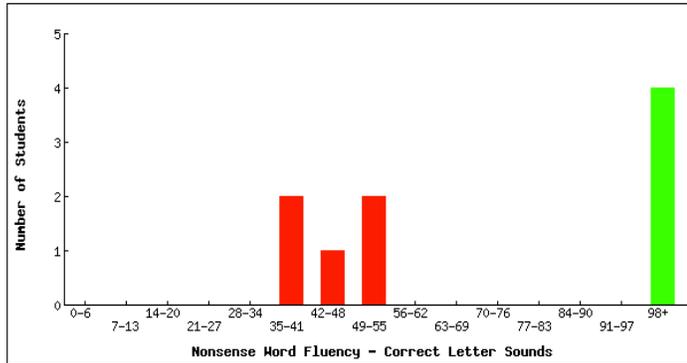
The **recommended goal** for the first trimester for the **DORF-WC** measure is **80**. Analysis of the results of the DORF-WC measure indicate that **44%** (n=4) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **33%** (n=3) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **22%** (n=2) scored *Well Below Benchmark* and are *Likely to Need Intensive Support*.



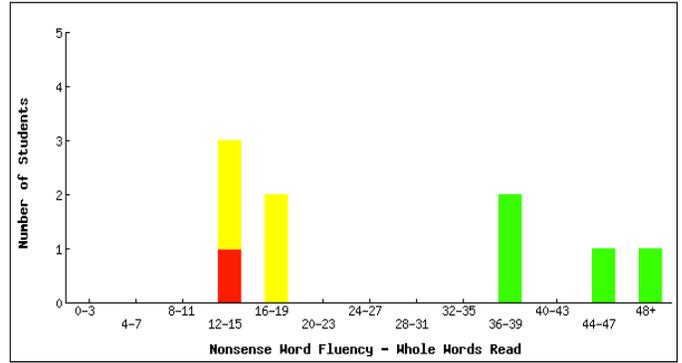
The **recommended goal** for the first trimester for the **DORF-Accuracy** measure is **99%**. Analysis of the results of the DORF-Accuracy measure indicate that **33.3%** (n=3) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **33.3%** (n=3) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **33.3%** (n=3) 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=5; *NWF-WWR*, n=1; *DORF-WC*, n=2; *DORF-AC*, n=3), **Below Benchmark** (*NWF-CLS*, n=0; *NWF-WWR*, n=4; *DORF-WC*, n=3; *DORF-AC*, n=3), and **At or Above Benchmark** (*NWF-CLS*, n=4; *NWF-WWR*, n=4; *DORF-WC*, n=4; *DORF-AC*, n=3), for the first trimester according to the *Recommended Goals* for the *NWF-CLS*, *NWF-WWR*, *DORF-WC* and *DORF-Accuracy* measures:

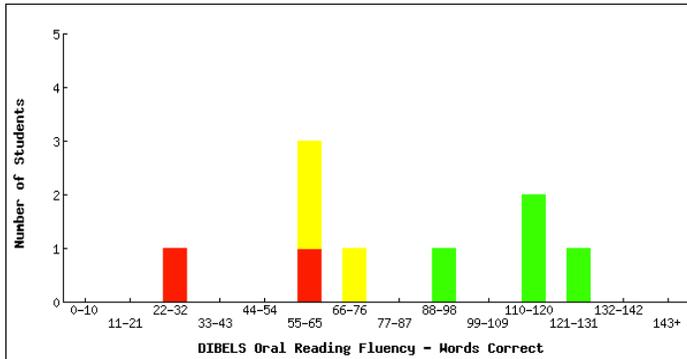
Nonsense Word Fluency - Correct Letter Sounds (NWF-CLS)



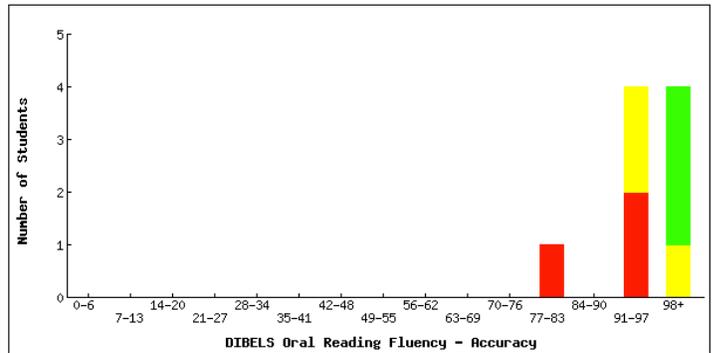
Nonsense Word Fluency - Whole Words Read (NWF-WWR)



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



DIBELS Oral Reading Fluency - Accuracy (DORF-Accuracy)



### Words Their Way Assessment

Fourteen first and second grade girls were administered the **Words Their Way (WTW) Primary Spelling Inventory (PSI)** on September 22, 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 **middle to late Letter Name-Alphabetic stage** and need continued, intensive work on the features of **digraphs** and **blends**.

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	6.7	6.2	5.9	3.8	4.4

The **average placement** of the girls in the **middle to late Letter Name-Alphabetic stage** is confirmed by the low mean scores on the long vowels, other vowels, inflected endings, and correct spellings assessments. Three girls are in the **early to middle Within Word Pattern stage** and need **focused instruction** on the features of

**long vowels** while three different girls scored in the **early Letter Name-Alphabetic stage** need direct instruction in **final consonants**.

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	2.1	1.5	1.4	9.8

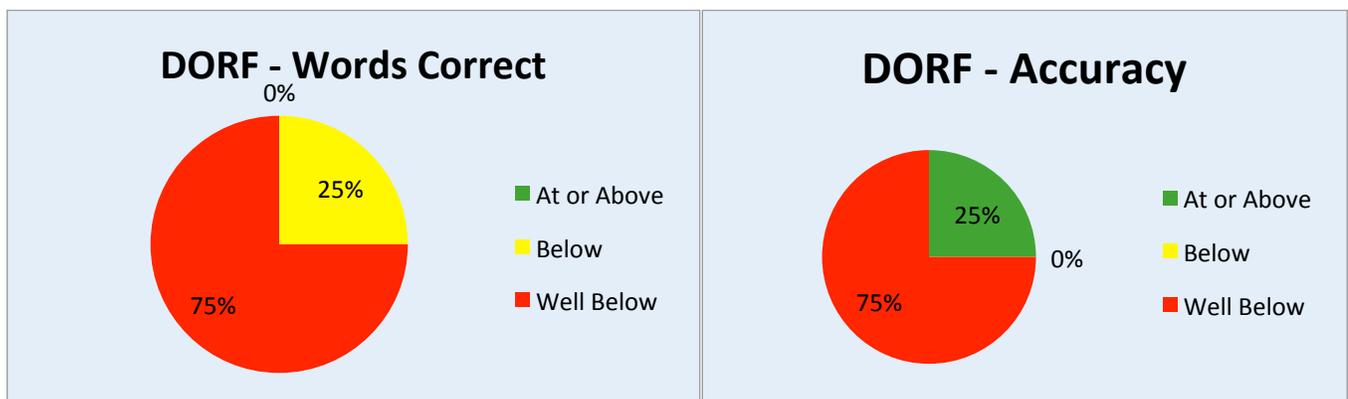
***Third Grade***

Four third grade students completed **DIBELS Oral Reading Fluency-Words Correct (DORF-WC)** and **DIBELS Oral Reading Fluency-Accuracy (DORF-Accuracy)** and **DIBELS DAZE** assessments as literacy indicators for the first 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 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	59	92.8%	29.5
Median Score	53.5	91%	29.5
Mode Score	n/a	91%	n/a
Benchmark Score	97	99%	14

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

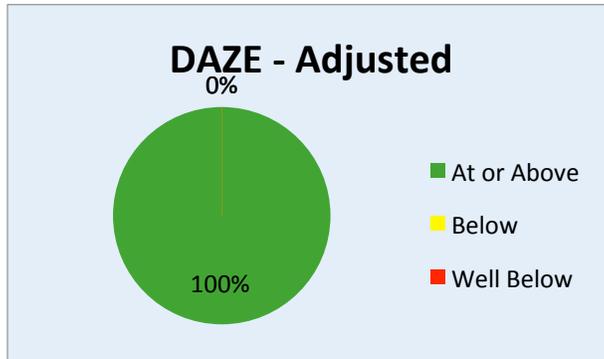
The **recommended goal** for the first trimester for the **DORF-WC** measure is **97**. Analysis of the results of the **DORF-WC** measure indicate that **0%** (n=0) of the students who completed this subtest scored **At or Above Benchmark** and are *Likely to Need Core Support*, **25%** (n=1) scored **Below Benchmark** and are *Likely to Need Strategic Support* and **75%** (n=3) 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 **25%** (n=1) of the students who completed this subtest scored **At or**

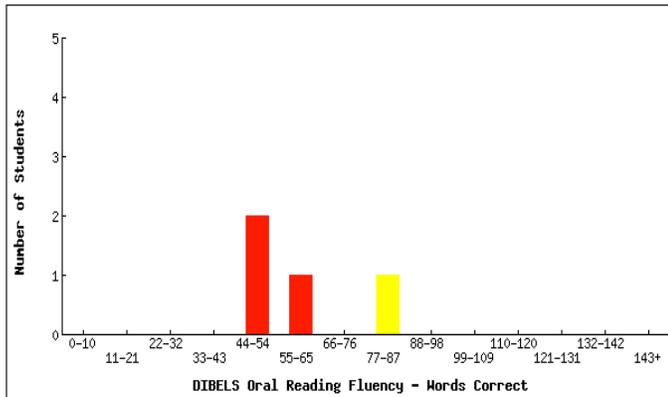
*Above Benchmark* and are *Likely to Need Core Support*, **0%** (n=0) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **75%** (n=3) scored *Well Below Benchmark* and are *Likely to Need Intensive Support*.

The **recommended goal** for the first trimester for the **DAZE-Adjusted** measure is **14**. Analysis of the results of the **DAZE-Adjusted** measure indicate that **100%** (n=4) 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 **0%** (n=0) scored *Well Below Benchmark* and are *Likely to Need Intensive Support*.

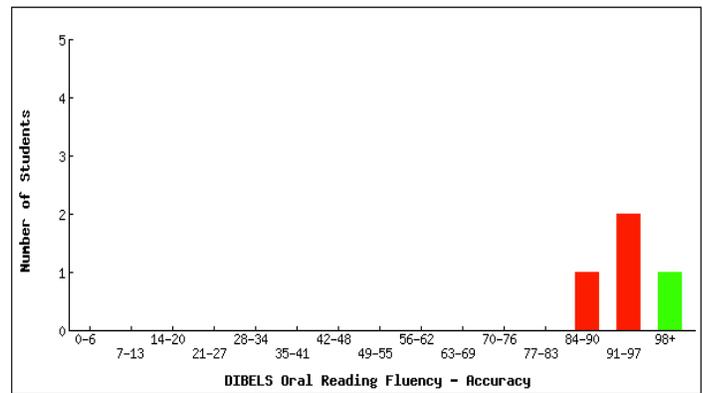


The following bar graphs indicate the number of third grade students who are *Well Below Benchmark* (*DORF-WC*, n=3; *DORF-AC*, n=3; *DAZE*, n=0), *Below Benchmark* (*DORF-WC*, n=1; *DORF-AC*, n=0; *DAZE*, n=0), and *At or Above Benchmark* (*DORF-WC*, n=0; *DORF-AC*, n=1; *DAZE*, n=4) for the first trimester according to the *Recommended Goals* for the *DORF-WC*, *DORF-Accuracy*, and *DAZE*:

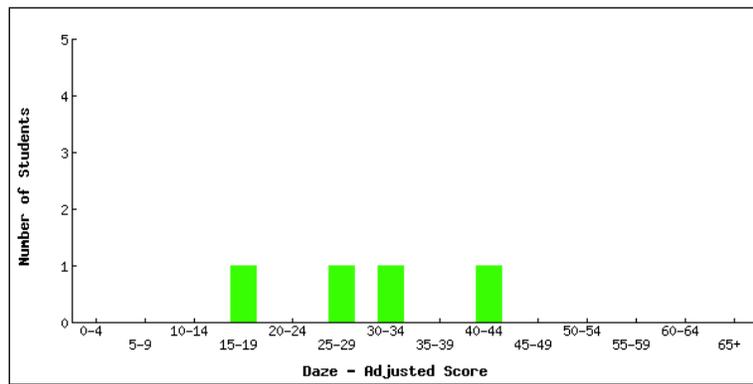
**DIBELS Oral Reading Fluency - Words Correct (DORF-Words Correct)**



**DIBELS Oral Reading Fluency - Accuracy (DORF-Accuracy)**



**Daze - Adjusted Score (Daze-Adjusted)**



Six third grade girls were administered the *WTW Primary Spelling Inventory (PSI)* in September 22 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 to middle Within Word Pattern stage**.

Third 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	7	7	6.7	6.3	6.3

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, inflected endings and correct spellings assessments. **One** girl is in the late **Letter Name-Alphabetic/early Within Word Pattern stage** and needs **focused instruction** on **blends** while two different girls scored in the **late Within Word Pattern stage/early Syllables and Affixes stages** and need direct instruction in **Other Vowels** and **Inflected Endings**.

Third Grade	Long Vowels	Other Vowels	Inflected Endings	Correct Spellings
Minimum Score	0	0	0	0
Maximum Score	7	7	7	26
Mean Score	3.8	3.2	4	14.2

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 Richmond GirlSMART program is supporting success of emerging literacy skills for the **twenty-eight identified at-risk students** who are participating in the program. Overall, **eighty percent** of **first graders** were **at or above** benchmark for **NWF-WWR**. **A little less than half** of the **second grade** students scored **at or above benchmark** on the **NWF-WWR** and **DORF-WC**. **All third grade** girls scored **at or above benchmark** on the **DAZE-Adjusted**, which is the **best indicator of reading success** as it measures comprehension, the ultimate goal of reading. The **Words Their Way** assessment results for **first, second and third grade** girls revealed that the majority of girls were at an **appropriate developmental spelling stage** for their grade level.

**Areas of Concern**

Based on **most DIBELS measures**, the **majority** of girls scored **below** or **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, the majority of **first graders** scored **below** or **far below benchmark** scores on **two of the three measures: 100% for LNF and 80% for NWF-CLS**. **The negative trend** continues with each grade level with the **exception** of the **third grade DAZE-Adjusted** scores. For **second grade**, **56%** of girls scored **below** or **far below benchmark** on the **NWF-CLS** and **NWF-WWR**, with **56%** scoring **below** or **far below benchmark** on the **DORF-WC** and **66%** in this same level for **DORF-Accuracy**. Of **great concern** is the **large percentage** of **third**

grade girls who scored **below** or **far below benchmark** on the **DORF-WC** and **DORF-Accuracy**. **One hundred percent** scored **below** or **far below benchmark** on the **DORF-WC** and **75%** 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. Intensive, **small group instruction** should be given to **kindergarten girls** who are in the **substantial** or **intensive range** for naming all 26 **upper** and **lower case** letters. **First** and **second graders** who scored in the **below** or **well below** range on **NWF-CLS** and **NWF-WWR** need **more 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).

**Second** and **third graders** who scored **below** or **well below benchmark** on the two **NWF** and the two **DORF** measures need **extra support** to **improve their fluency** and **ability to decode**. 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.