

CAPIT Success Story

Russel Dougherty Elementary, OK

CAPIT READING: RAISING TEST SCORES BY TEACHING KIDS TO READ

CAPIT is a teacher-led foundational reading program for students PK-2 and older struggling readers. CAPIT is an EdTech product that directly impacts student learning and long-term achievement. CAPIT is the only program that teaches students to read without a **Virtual Instructor** and **Verbal Instructions**. We made learning to read so simple—that we removed the instructions. They were no longer necessary.

Because CAPIT never communicates with students—not in English, not in Spanish, not in any language—**CAPIT accommodates ELL students OUT OF THE BOX**, without any modifications or additional teacher training. ELL Students use CAPIT the same way as Native English Speakers.

And CAPIT is not a learning game. It is 100% Learning, 100% of the Time. Our recommended usage is **15-20 minutes, 4-5 days a week**. To learn more about our unique system, visit capitlearning.com.

RUSSELL DOUGHERTY ELEMENTARY

Russell Dougherty Elementary, located in Edmond, OK, implemented **CAPIT Reading** from **February 7, 2018**, to **May 25, 2018**. Between those dates, there were approximately 20 days of instruction time as Edmond Public Schools were off for two weeks on a teacher walkout and Spring Break. Below we present data collected from 2 Kindergarten classrooms comparing their mid-year and end-of-year assessment, and the effect CAPIT Reading had on their growth.

Russell Dougherty Elementary uses the **Dynamic Indicators of Basic Early Literacy Skills (DIBELS)** assessment program to assess their students' early literacy skills. "DIBELS are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills." (See: <https://dibels.uoregon.edu/assessment/dibels>) "The DIBELS Phoneme Segmentation Fluency (PSF) measure is a standardized, individually administered test of phonological awareness (Kaminski & Good, 1996). The PSF measure assesses a student's ability to segment three-and four-phoneme words into their individual phonemes fluently." (See: <https://dibels.uoregon.edu/assessment/dibels/measures/psf.php>). "The DIBELS Nonsense Word Fluency (NWF) measure is a standardized, individually administered test of the alphabetic principle including letter-sound correspondence in which letters represent their most common sounds and of the ability to blend letters into words in which letters represent their most common sounds (Kaminski & Good, 1996). The student is presented an 8.5" x 11" sheet of paper with randomly ordered VC and CVC nonsense words (e.g., sig, rav, ov) and asked to verbally produce the individual letter sounds in each word, or read the whole word." (See: <https://dibels.uoregon.edu/assessment/dibels/measures/nwf.php>)

Student scores are indicated by colors, as follows: **Red:** Well below benchmark; the student is at high risk of not meeting their end of year goal. Intense interventions need to take place. **Yellow:** Below benchmark; the student is at some risk and needs strategic support **Green:** Benchmark; the student is at grade level. 80% to 90% percentile. **Blue:** Above Benchmark; the student is above grade level. The blue level is an OCCT Predictor which is a district calculated percentile that predicts success on the state-mandated assessments. If students score at or above this point there is a 95% or 97% probability of success on that Oklahoma Common Core Test. Russell Dougherty Elementary administered the DIBELS assessment in the winter and again in the spring. Below are the results of these assessments, as well as comments from the teachers and the principal.



KELLI JESTER, KINDERGARTEN CLASS

The students in this kindergarten class used CAPIT from 02/07/18 to 05/28/18 and implemented the CAPIT program for an average of 11.1 Days with a maximum usage of 17 days. Below is an overview of the winter and spring results from the DIBELS Assessment administered in the Kindergarten Class.

DATA

10 students scored Above Benchmark, 6 students scored At Benchmark, and 5 students scored Below Benchmark, on the Winter **PSF DIBELS Assessment**. After CAPIT instruction, all 21 students scored Above Benchmark with an average growth of 87%.

6 students scored Above Benchmark, 12 students scored At Benchmark, and 3 students scored Below Benchmark, on the Winter **NWF DIBELS Assessment**. After CAPIT instruction, 19 students scored Above Benchmark with an average growth of 66%. 2 students scored Below Benchmark.

LEVELS	PSF/WINTER SCORES	PSF/SPRING SCORES	AVERAGE GROWTH
	Number of Students	Number of Students	
Above Benchmark	10	21	
At Benchmark	6	0	
Below Benchmark	5	0	
Well Below Benchmark	0	0	
Total Students Tested	21	21	87%

(See page 3 for details)

LEVELS	NWF/WINTER SCORES	NWF/SPRING SCORES	AVERAGE GROWTH
	Number of Students	Number of Students	
Above Benchmark	6	19	
At Benchmark	12	0	
Below Benchmark	3	2	
Well Below Benchmark	0	0	
Total Students Tested	21	21	66%

(See page 3 for details)

INSTRUCTOR COMMENTS [\(CLICK HERE FOR VIDEO TESTIMONIAL\)](#)

The instructor was extremely pleased with how CAPIT impacted her students, especially her struggling students. She also noted—somewhat perplexed—that previous programs which contained cartoon characters failed to maintain her kids’ interest. CAPIT, on the other hand, is curriculum without cartoon characters or games, yet “somehow” kids still stay motivated and interested in learning and succeeding. She also mentioned that she spent 16 years gathering tricks that help kids remember their “sounds,” but none of them compare to what CAPIT brings to the table.

Kelli Jester, DIBELS Assessment

	PSF/Winter	PSF/Spring	PSF Growth	% growth	NWF/Winter	NWF/Spring	NWF Growth	% growth
	Score	Score			CLS	CLS		
	15	44	29	193%	18	36	18	100%
	15	44	29	193%	13	23	10	77%
	16	74	58	363%	24	28	4	17%
	19	61	42	221%	26	33	7	27%
	47	63	16	34%	19	28	9	47%
	38	74	36	95%	28	40	12	43%
	17	50	33	194%	17	27	10	59%
	40	62	22	55%	18	34	16	89%
	26	67	41	158%	26	34	8	31%
	39	80	41	105%	30	37	7	23%
	52	76	24	46%	16	36	20	125%
	62	63	1	2%	16	42	26	163%
	62	58	(4)	-6%	21	44	23	110%
	65	75	10	15%	24	38	14	58%
	63	67	4	6%	35	40	5	14%
	55	73	18	33%	31	47	16	52%
	59	80	21	36%	42	73	31	74%
	74	78	4	5%	40	51	11	28%
	55	61	6	11%	56	94	38	68%
	79	79	0	0%	36	73	37	103%
	47	79	32	68%	78	140	62	79%

GRACE MORRIS, KINDERGARTEN CLASS

The students in this kindergarten class used CAPIT from 02/07/18 to 05/29/18 and implemented the CAPIT program for an average of 16.4 Days with a maximum usage of 27 days. Below is an overview of the winter and spring results from the DIBELS Assessment administered in the Kindergarten Class.

DATA

12 students scored Above Benchmark, 8 students scored At Benchmark, and 2 students scored Well Below Benchmark, on the Winter **PSF DIBELS Assessment**. After CAPIT instruction, 13 students scored Above Benchmark with an average growth of 109%. No students scored Well Below Benchmark.

11 students scored Above Benchmark, 6 students scored At Benchmark, 4 students scored Below Benchmark, and 1 student scored Well Below Benchmark, on the Winter **NWF DIBELS Assessment**. After CAPIT instruction, 7 students scored Above Benchmark, 8 students scored At Benchmark, and 7 students scored Below Benchmark, with an average growth of 57%. No students scored Well Below Benchmark.

LEVELS	PSF/WINTER SCORES	PSF/SPRING SCORES	AVERAGE GROWTH
	Number of Students	Number of Students	
Above Benchmark	12	13	
At Benchmark	8	8	
Below Benchmark	0	1	
Well Below Benchmark	2	0	
Total Students Tested	22	22	109%

(See page 5 for details)

LEVELS	NWF/WINTER SCORES	NWF/SPRING SCORES	AVERAGE GROWTH
	Number of Students	Number of Students	
Above Benchmark	11	7	
At Benchmark	6	8	
Below Benchmark	4	7	
Well Below Benchmark	1	0	
Total Students Tested	22	22	57%

(See page 5 for details)

INSTRUCTOR COMMENTS [\(CLICK HERE FOR VIDEO TESTIMONIAL\)](#)

The instructor noted that in her seven years of instruction and various training seminars she has never seen a tool like CAPIT. She used it daily with all her students, but it especially helped her struggling students. She used CAPIT with them for daily intervention. She describes CAPIT as “low stress, calm, you know what to do, the kids know how to do it, and the kids guide themselves” type of program.

Grace Morris, DIBELS Assessment

PSF/Winter	PSF/Spring	PSF Growth	% growth	NWF/Winter	NWF/Spring	NWF Growth	% growth
Score	Score			CLS	CLS		
5	53	48	960%	7	21	14	200%
33	44	11	33%	11	26	15	136%
27	45	18	67%	27	21	(6)	-22%
6	58	52	867%	45	65	20	44%
34	49	15	44%	11	28	17	155%
51	66	15	29%	11	26	15	136%
33	65	32	97%	24	33	9	38%
54	36	(18)	-33%	20	21	1	5%
34	68	34	100%	30	76	46	153%
50	76	26	52%	8	39	31	388%
51	46	(5)	-10%	26	16	(10)	-38%
47	63	16	34%	27	32	5	19%
62	43	(19)	-31%	38	33	(5)	-13%
54	64	10	19%	36	50	14	39%
48	66	18	38%	42	22	(20)	-48%
49	71	22	45%	38	34	(4)	-11%
50	55	5	10%	47	45	(2)	-4%
62	75	13	21%	63	36	(27)	-43%
62	66	4	6%	54	86	32	59%
45	64	19	42%	50	75	25	50%
69	61	(8)	-12%	59	70	11	19%
52	64	12	23%	143	143	0	0%

CONCLUSION

GROWTH

The data from the PSF & NWF assessments indicate that the introduction of CAPIT to the Kindergarten Class between winter to spring:

- Brought the number of students scoring **Above Benchmark** from **22** to **34** on the PSF;
- Brought the number of students scoring **Well Below Benchmark** from **2** to **0** on the PSF;
- Brought the number of students scoring **Above Benchmark** from **17** to **26** on the NWF;
- Brought the number of students scoring **Well Below Benchmark** from **1** to **0** on the NWF;
- Raised Kelli Jester's kindergarten students' PSF scores by an average of 87% and NWF scores by an average of 66%;
- Raised Grace Morris's kindergarten students' PSF scores by an average of 109% and NWF scores by an average of 57%.

USE

The teachers believe that had they used CAPIT from the beginning of the year, more significant gains would have been made.

The teachers used CAPIT with all their students. Advanced students used it as enrichment, and struggling students used it for daily intervention in the classroom.

COMMENTS BY PRINCIPAL

PENNY DILG, EDD

The teachers used CAPIT with all their students. Advanced students used it as enrichment, and struggling students used it for daily intervention in the classroom.

CAPIT fills the need for an effective intervention in explicit phonics skills for our very youngest students and for older students struggling to attain those skills.

After the initial setup, the program was easy to handoff to students. Students quickly learned how to access the program on iPads. They actually asked to get on it every day.

The interest students showed in CAPIT was greater than other programs. This was impressive especially when you consider CAPIT is not a cartoon type of program.

We saw results! Once my teachers started the end-of-the-year screening and saw the scores, they were extremely excited to come to show me! I don't often see them that excited. Some students doubled the scores they got in December.

I really appreciate how flexible and available the CAPIT Team were to help us. Thank you. We look forward to using it again in the Fall.

FINAL COMMENTS

The staff at **Russell Dougherty Elementary** and **Capit Learning** are available to answer questions about this **CAPIT Summary** as well as the **CAPIT Reading** program.

Russell Dougherty Elementary

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