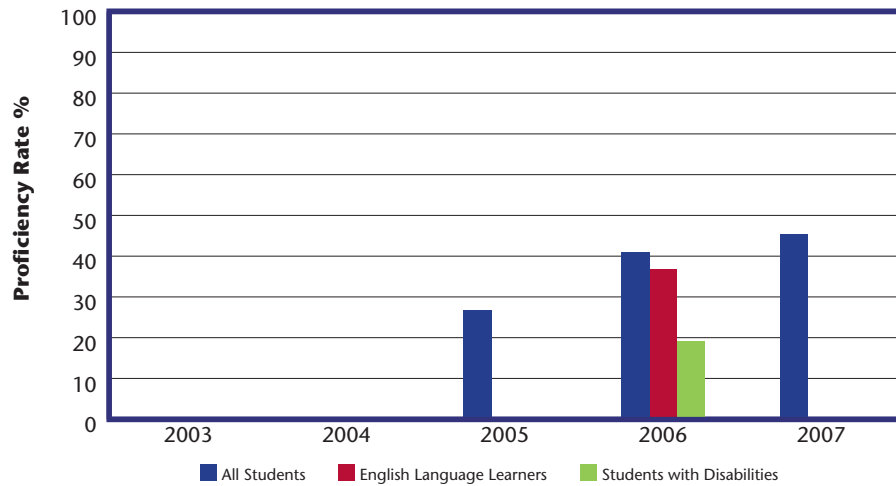


# Reading First

## State Profile: **BUREAU OF INDIAN EDUCATION**



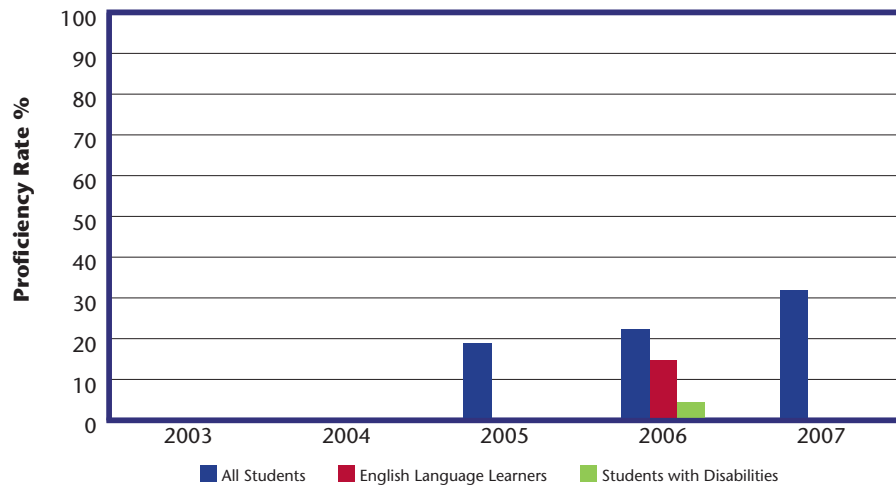
**Reading First: Grade 3 Fluency Data (Cohort 1)**



**Fluency Assessments**

Grade	Assessment	Subtest	Benchmark	LEA Gains*
Grade 1	DIBELS	Oral Reading Fluency	40 WPM	100.0%
Grade 2	DIBELS	Oral Reading Fluency	90 WPM	100.0%
Grade 3	DIBELS	Oral Reading Fluency	110 WPM	100.0%

**Reading First: Grade 3 Comprehension Data (Cohort 1)**



**Comprehension Assessments**

Grade	Assessment	Subtest	Benchmark	LEA Gains*
Grade 1	Stanford Reading First	Comprehension	40th %ile	100.0%
Grade 2	Stanford Reading First	Comprehension	40th %ile	100.0%
Grade 3	Stanford Reading First	Comprehension	40th %ile	100.0%

Source: Annual Performance Report. These graphs represent the data that the state provided. Proficiency rates where the number of students tested is 10 or fewer or where the proficiency rate is 0% or 100% are not shown. In some instances, data were not provided by the state.

\* LEA Gains indicates the percentage of LEAs that showed a gain of at least 5 percentage points from the state's first year of implementation to 2007.

# Reading First

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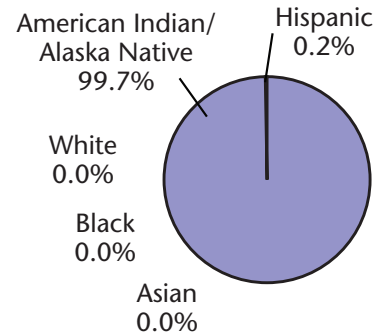


### Reading First Participation

2006–2007: 3,499 students

Funded Districts and Schools		
Year	Districts	Schools
2003	N/A	N/A
2004	N/A	N/A
2005	1	24
2006	1	24
2007	1	29

### Reading First Students by Race/Ethnicity



Sources: Annual Performance Report and Common Core of Data. Actual 2006–2007 participation data are not available. Enrollment figures are estimated based on 2005–2006 CCD data for students enrolled in grades K–3 in Reading First Schools for 2006–2007.

### Online Resources

State Reading First Website  
<http://www.doi.gov/bia/>

Annual Performance Report Data  
<http://www.ed.gov/programs/readingfirst/data.html>

Reading First Awards Database  
<http://readingfirstdataonline.org>

2007 State Evaluation Report  
<http://www.ed.gov/programs/readingfirst/evaluationreports/index.html>

### Selected State Evaluation Findings

- ❑ In the 2006–2007 school year, over 67% of Cohort 1 K-3 students stayed at benchmark or changed classification in a positive direction, as indicated by Instructional Recommendations on the DIBELS benchmark, with the percentage of K-3 students who made progress in individual schools ranging from 81% to 33%.
- ❑ For Cohort 2 schools in 2006–2007, the percentage of K-3 students who made progress on the DIBELS in individual schools ranged from 74% to 45%.
- ❑ Special education referral rates decreased in Reading First schools in 2006–2007.
- ❑ Overall, 2006–2007 data provide support for positive changes in teachers' pedagogical approaches in BIE's Reading First schools across both cohorts.

Source: EndVision

### Total Reading First Allocation

- ❑ Total state funding to date: **\$32,052,515**
- ❑ Amount of Yearly Funding

2008	■	\$1,965,060
2007	■	\$5,146,170
2006	■	\$5,146,170
2005	■	\$5,208,000
2004	■	\$5,119,615
2003	■	\$4,967,500
2002	■	\$4,500,000

Source: U.S. Department of Education Budget Service