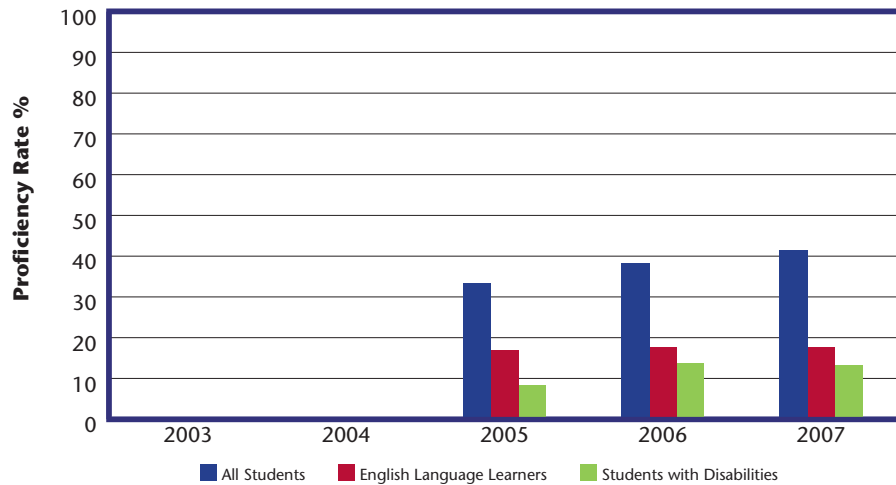


Reading First State Profile: CONNECTICUT



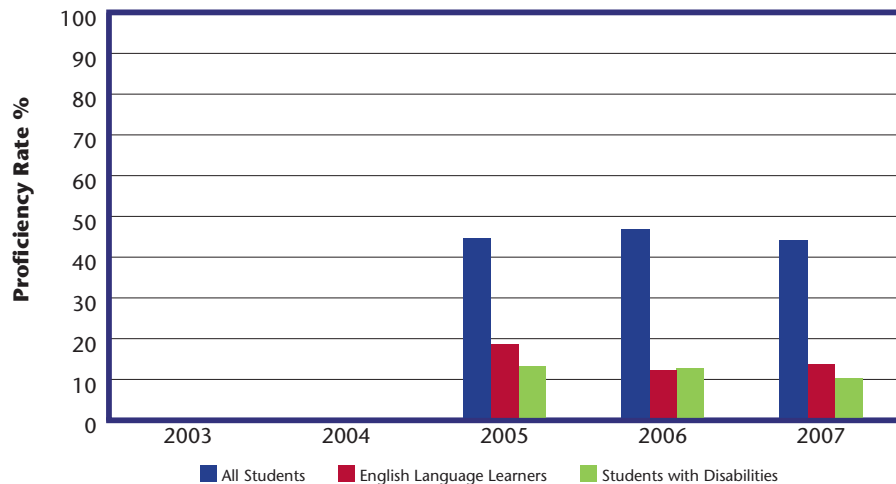
Reading First: Grade 3 Fluency Data (Cohort 1)



Fluency Assessments

Grade	Assessment	Subtest	Benchmark	LEA Gains*
Grade 1	DIBELS	Oral Reading Fluency	40 WPM	46.7%
Grade 2	DIBELS	Oral Reading Fluency	90 WPM	60.0%
Grade 3	DIBELS	Oral Reading Fluency	110 WPM	46.7%

Reading First: Grade 3 Comprehension Data (Cohort 1)



Comprehension Assessments

Grade	Assessment	Subtest	Benchmark	LEA Gains*
Grade 1	TerraNova	Composite	Scale \geq 550	73.3%
Grade 2	TerraNova	Composite	Scale \geq 594	33.3%
Grade 3	TerraNova	Composite	Scale \geq 627	6.7%

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 State Profile: CONNECTICUT



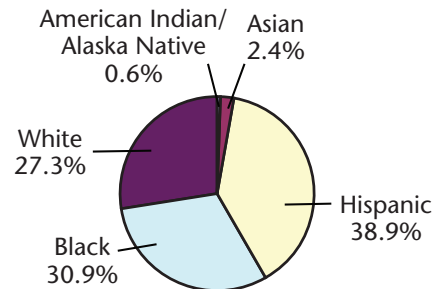
Reading First Participation

2006–2007: 6,564 students

Funded Districts and Schools

Year	Districts	Schools
2003	N/A	N/A
2004	N/A	N/A
2005	15	24
2006	15	24
2007	15	24

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.state.ct.us/sde/>

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 2006–2007, continued improvement was evident in assessment data for all grade levels (K–3). In most cases, gains were evident when results for the current year were compared to those for prior years as well.
- ❑ In 2006–2007, students in grades 1 and 2 demonstrated progress on the TerraNova compared to the 2004 baseline and data from prior program years.
- ❑ Based on activity logs, educator surveys and interviews, and school site visits and classroom observations collected in 2006–2007, significant changes in Reading First classrooms occurred, including refined implementation of the research-based core reading program, improved literacy centers and work stations, and increased use of assessment data to differentiate instruction.

Source: Glen Martin Associates

Total Reading First Allocation

❑ Total state funding to date: **\$45,587,117**

❑ Amount of Yearly Funding

2008		\$2,635,389
2007		\$7,495,833
2006		\$6,538,770
2005		\$7,206,544
2004		\$7,297,613
2003		\$6,774,007
2002		\$7,638,961

Source: U.S. Department of Education Budget Service