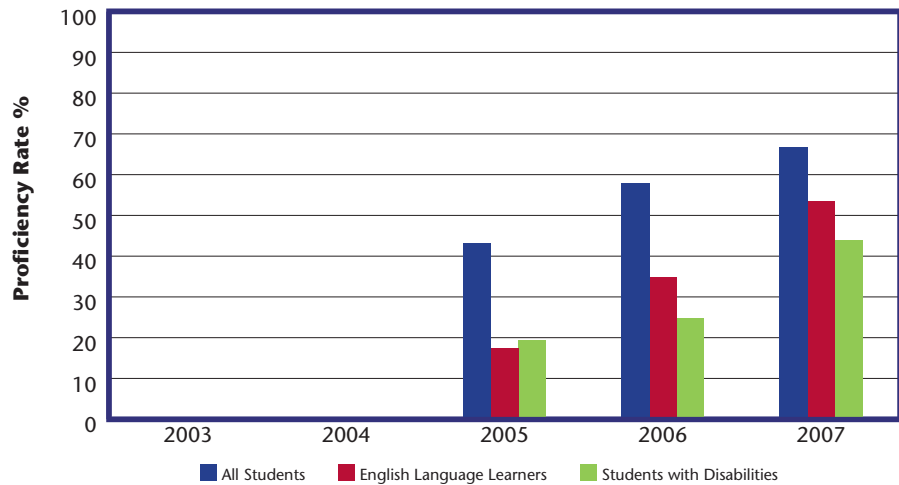


# Reading First State Profile: NEBRASKA



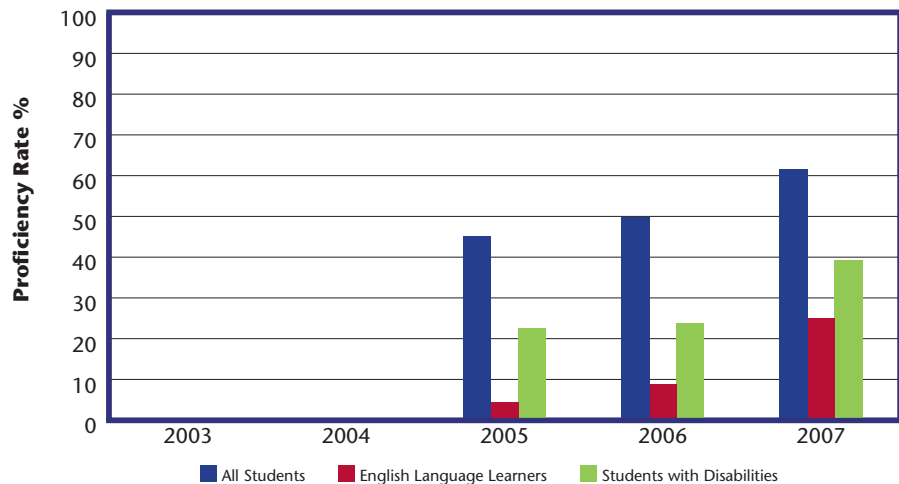
**Reading First: Grade 3 Fluency Data (Cohort 1)**



**Fluency Assessments**

Grade	Assessment	Subtest	Benchmark	LEA Gains*
Grade 1	DIBELS	N/A	N/A	77.8%
Grade 2	DIBELS	Oral Reading Fluency	40th %ile	87.5%
Grade 3	DIBELS	Oral Reading Fluency	40th %ile	87.5%

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



**Comprehension Assessments**

Grade	Assessment	Subtest	Benchmark	LEA Gains*
Grade 1	N/A	Comprehension	40th %ile	N/A
Grade 2	Gates MacGintie	Comprehension	40th %ile	85.7%
Grade 3	Gates MacGintie	Comprehension	40th %ile	75.0%

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 State Profile: **NEBRASKA**



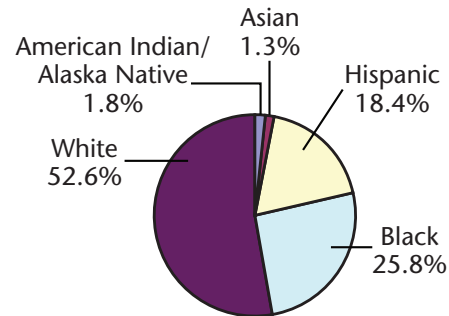
## Reading First Participation

2006–2007: 4,407 students

### Funded Districts and Schools

Year	Districts	Schools
2003	N/A	N/A
2004	N/A	N/A
2005	12	25
2006	12	25
2007	16	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.nde.state.ne.us/ReadingFirst/>

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

- ❑ 2006–2007 data show that in kindergarten and first grade, the vast majority of students are scoring on grade level. This is evident in overall achievement, but more so in the reduction of achievement gaps for ELLs, economically disadvantaged students, and ethnic minorities.
- ❑ 2006–2007 data indicate that in second and third grades, there have been improvements over the past three years of program implementation (2004–2007).
- ❑ The rates in special education are declining in grades 1–3.

Source: College of Education and Human Sciences, University of Nebraska, Lincoln

## Total Reading First Allocation

- ❑ Total state funding to date: **\$24,557,912**
- ❑ Amount of Yearly Funding

**2008** ■■■ \$1,639,802

**2007** ■■■ \$3,814,906

**2006** ■■■ \$3,796,370

**2005** ■■■ \$4,157,374

**2004** ■■■ \$3,993,019

**2003** ■■■ \$4,031,827

**2002** ■■■ \$3,124,614

Source: U.S. Department of Education Budget Service