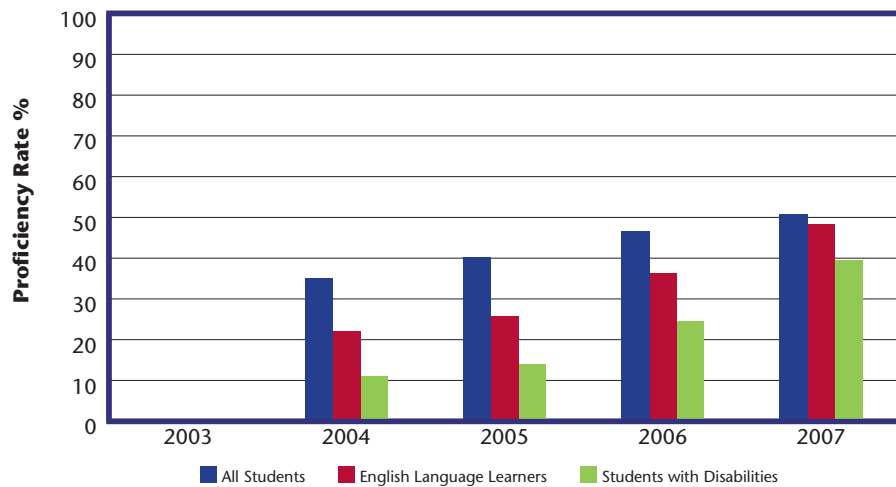


Reading First State Profile: OREGON



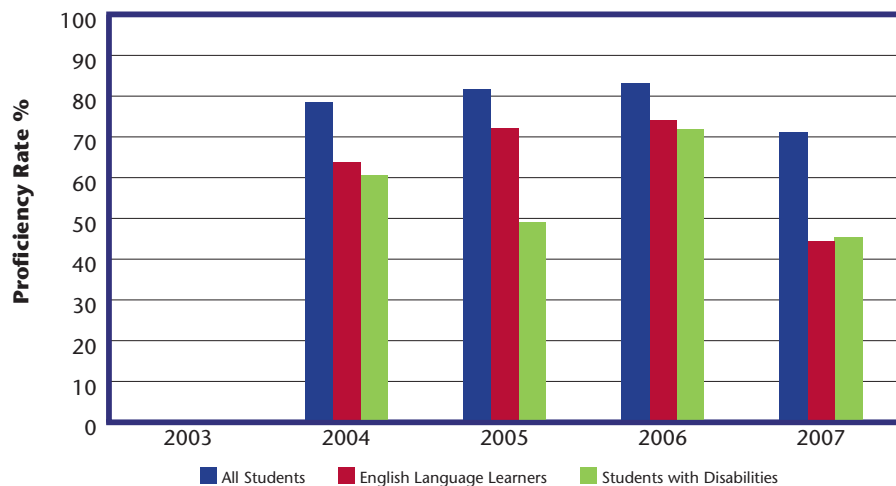
Reading First: Grade 3 Fluency Data (Cohort 1)



Fluency Assessments

Grade	Assessment	Subtest	Benchmark	LEA Gains*
Grade 1	DIBELS	Oral Reading Fluency	40 WPM	92.9%
Grade 2	DIBELS	Oral Reading Fluency	90 WPM	100.0%
Grade 3	DIBELS	Oral Reading Fluency	110 WPM	78.6%

Reading First: Grade 3 Comprehension Data (Cohort 1)



Comprehension Assessments

Grade	Assessment	Subtest	Benchmark	LEA Gains*
Grade 1	SAT-10	Comprehension	40th %ile	92.9%
Grade 2	SAT-10	Comprehension	40th %ile	78.6%
Grade 3	Oregon Statewide Achievement Test	Total Reading	≥ 204	N/A

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: OREGON



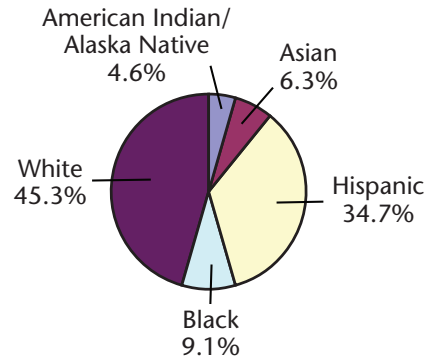
Reading First Participation

2006–2007: 14,002 students

Funded Districts and Schools

Year	Districts	Schools
2003	N/A	N/A
2004	14	34
2005	14	34
2006	21	50
2007	21	53

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.ode.state.or.us/search/results/?id=96>

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 each grade, and on every measure, mean performance scores have increased consistently each year of Reading First implementation. In addition, across all measures, the percentage of children reaching benchmark or grade-level goals has increased each year, and the percentage of children remaining at a high level of reading risk has decreased.
- ❑ In comparing the performance of Cohort A to Cohort B, after one year of implementation, reading outcomes were highly similar. However, after three years of implementation in Cohort A schools and one year of implementation in Cohort B schools, differences are pronounced and favor Cohort A across the board.
- ❑ On every measure, students with 3 years of Reading First instruction performed better than students with less Reading First instruction. Mean performance scores were higher, the percentages of students reaching benchmark goals and reading at grade level was higher, and the percentage of students at high risk for reading difficulties was lower.

Source: Oregon Reading First Center

Total Reading First Allocation

- ❑ Total state funding to date: \$62,895,668
- ❑ Amount of Yearly Funding

2008	■	\$4,221,290
2007	■	\$10,309,383
2006	■	\$10,880,349
2005	■	\$10,284,063
2004	■	\$10,560,805
2003	■	\$8,997,953
2002	■	\$7,641,825

Source: U.S. Department of Education Budget Service