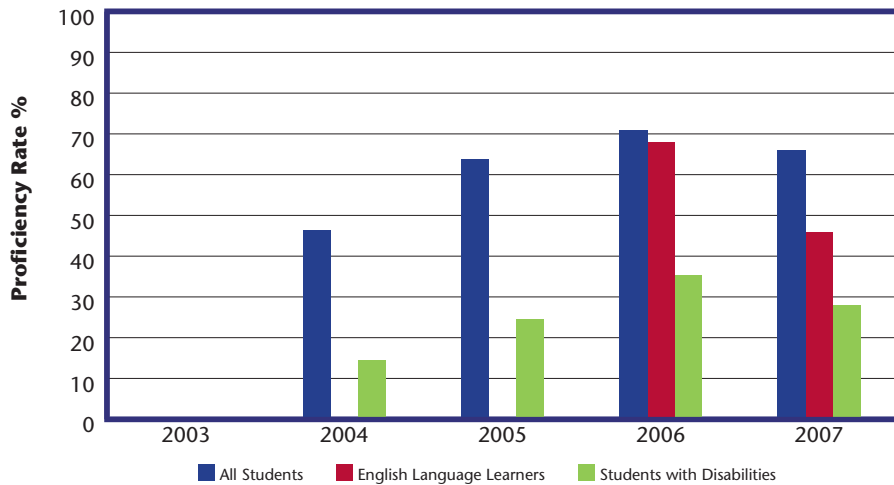


Reading First State Profile: **ALABAMA**



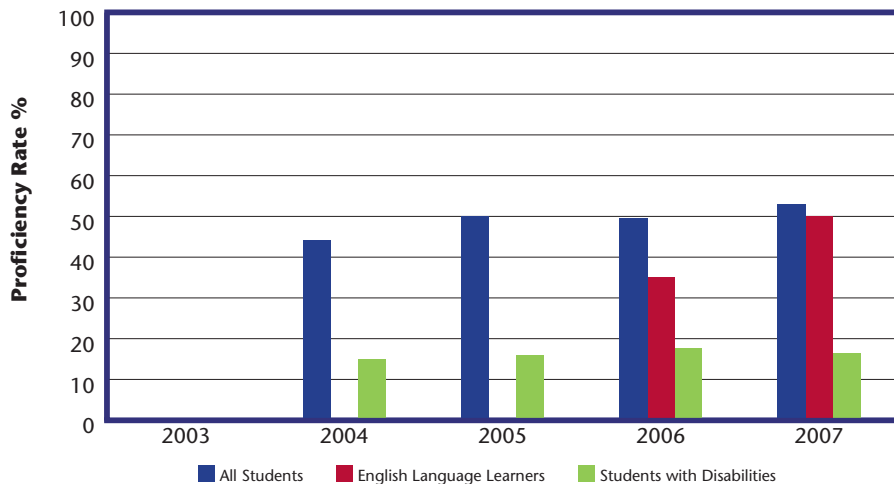
Reading First: Grade 3 Fluency Data (Cohort 1)



Fluency Assessments

Grade	Assessment	Subtest	Benchmark	LEA Gains*
Grade 1	DIBELS	Oral Reading Fluency	40 WPM	80.6%
Grade 2	DIBELS	Oral Reading Fluency	90 WPM	66.7%
Grade 3	DIBELS	Oral Reading Fluency	110 WPM	87.1%

Reading First: Grade 3 Comprehension Data (Cohort 1)



Comprehension Assessments

Grade	Assessment	Subtest	Benchmark	LEA Gains*
Grade 1	SAT-10	Comprehension	40th %ile	59.4%
Grade 2	SAT-10	Comprehension	40th %ile	39.4%
Grade 3	SAT-10	Comprehension	40th %ile	60.0%

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: ALABAMA

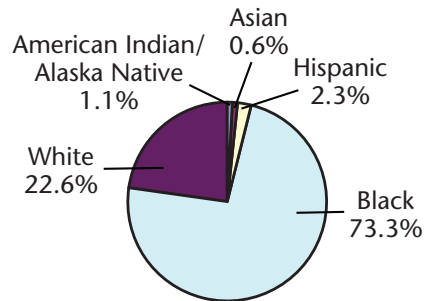


Reading First Participation

2006–2007: 24,747 students

Funded Districts and Schools		
Year	Districts	Schools
2003	N/A	N/A
2004	34	72
2005	36	75
2006	46	91
2007	46	92

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.alsde.edu/html/sections/section_detail.asp?section=90&footer=sections

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, Alabama Reading First schools, particularly in kindergarten and first grade, moved struggling readers to proficiency. The percentage of Reading First students who met the DIBELS benchmark in nonsense word fluency at the end of kindergarten was 89% (up from only 56% who were at benchmark when they entered kindergarten at the beginning of the school year), and 78% were proficient in oral reading fluency at the end of first grade.
- ❑ According to 2006–2007 data, Alabama Reading First schools have all but eliminated the racial achievement gap—weighted non-proficiency for Blacks and Hispanics at the end of kindergarten is 8.2%, vs. 6.7% for Whites and Asians. At the end of first grade the scores are 15.7% and 13.7%.
- ❑ On balance, the percentage of students at benchmark in reading comprehension at the end of third grade is slightly higher than the percentage at benchmark when they enter kindergarten, and the percentage at high risk is slightly lower.

Source: Cape Ann Economics

Total Reading First Allocation

- ❑ Total state funding to date: **\$117,878,721**
- ❑ Amount of Yearly Funding

2008	█	\$7,308,254
2007	█	\$18,667,253
2006	█	\$19,301,943
2005	█	\$19,373,142
2004	█	\$19,040,035
2003	█	\$18,082,502
2002	█	\$16,105,592

Source: U.S. Department of Education Budget Service