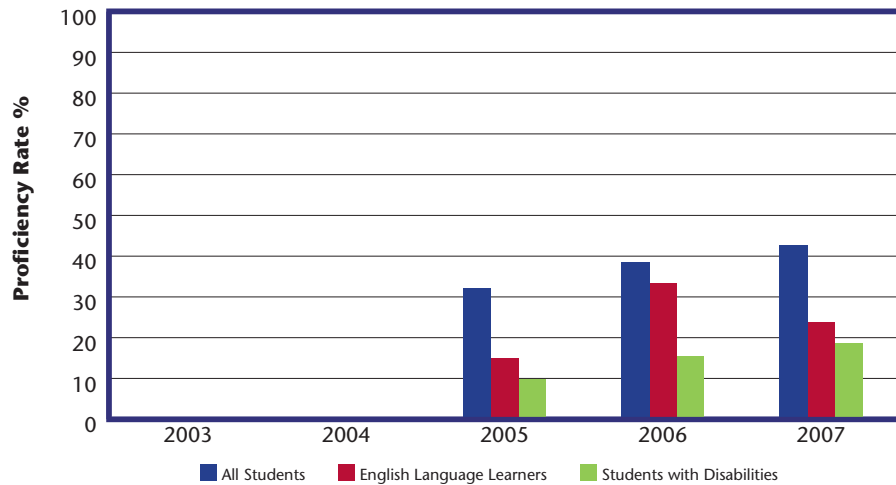


Reading First State Profile: **TENNESSEE**



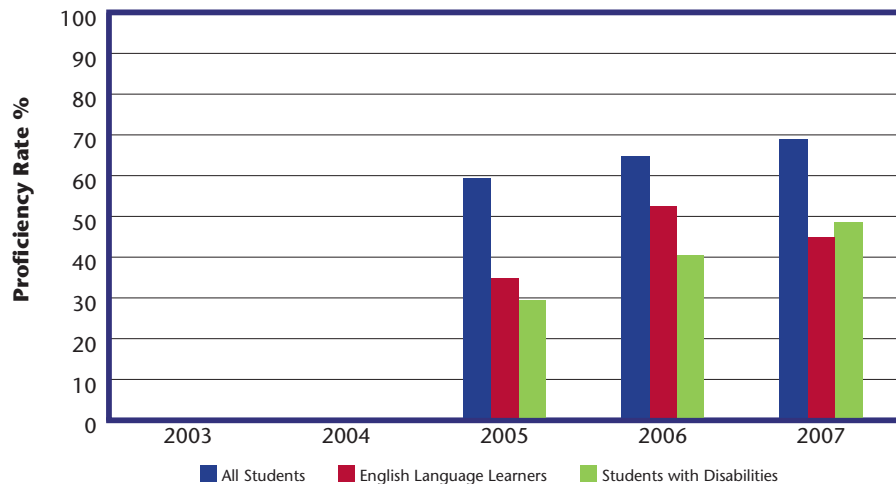
Reading First: Grade 3 Fluency Data (Cohort 1)



Fluency Assessments

Grade	Assessment	Subtest	Benchmark	LEA Gains*
Grade 1	DIBELS	Oral Reading Fluency	40 WPM	66.7%
Grade 2	DIBELS	Oral Reading Fluency	90 WPM	60.0%
Grade 3	DIBELS	Oral Reading Fluency	110 WPM	61.9%

Reading First: Grade 3 Comprehension Data (Cohort 1)



Comprehension Assessments

Grade	Assessment	Subtest	Benchmark	LEA Gains*
Grade 1	DIBELS	Retell Fluency	> 25% of Oral Reading Fluency	30.0%
Grade 2	DIBELS	Retell Fluency	> 25% of Oral Reading Fluency	52.6%
Grade 3	DIBELS	Retell Fluency	> 25% of Oral Reading Fluency	70.0%

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: **TENNESSEE**

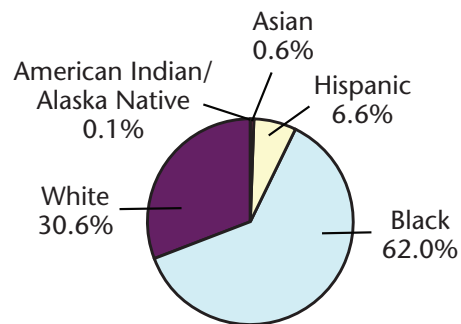


Reading First Participation

2006–2007: 17,768 students

Funded Districts and Schools		
Year	Districts	Schools
2003	N/A	N/A
2004	N/A	N/A
2005	22	74
2006	22	74
2007	22	74

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.tn.us/education/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

- ❑ Based on classroom observations, and teacher questionnaires and surveys, instructional practices differed between Reading First classrooms and control classrooms. In general, Reading First teachers used a wider variety of instructional orientations and materials than control teachers, including a greater use of both learning centers and small group instruction. They were also more likely to use varied array of techniques in fluency instruction, vocabulary, and text comprehension; and more likely to apply phonemic awareness and phonics instruction.
- ❑ Those kindergarten students in Reading First schools who were lower performers during the fall 2006 assessment had higher spring 2007 PPVT scores than those in the control group who were lower performers. Reading First students who scored below average on the fall 2006 PPVT scored statistically significant higher on each of the three DIBELS subtests than the control students who scored below average on the fall 2006 PPVT.

Source: Center for Research in Education Policy

Total Reading First Allocation

- ❑ Total state funding to date: **\$121,932,264**
- ❑ Amount of Yearly Funding

2008	■	\$8,244,338
2007	■	\$19,812,804
2006	■	\$20,026,824
2005	■	\$20,110,088
2004	■	\$20,130,440
2003	■	\$18,757,124
2002	■	\$14,850,646

Source: U.S. Department of Education Budget Service