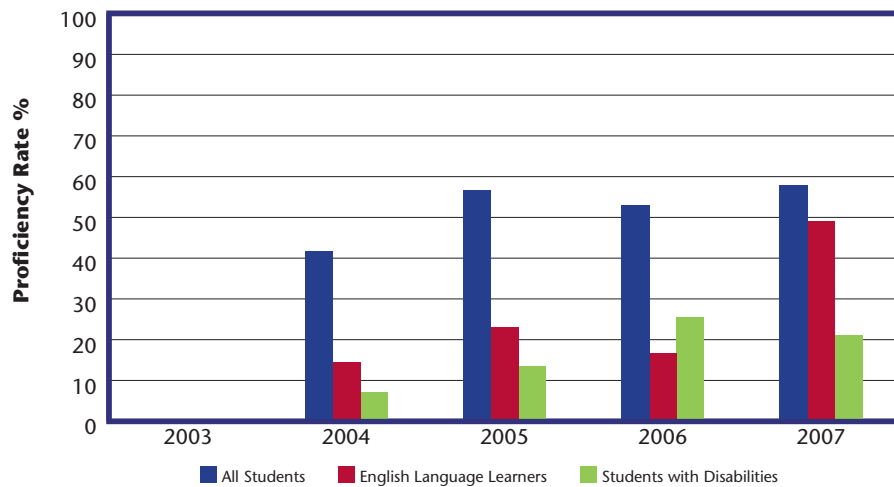


Reading First State Profile: MONTANA



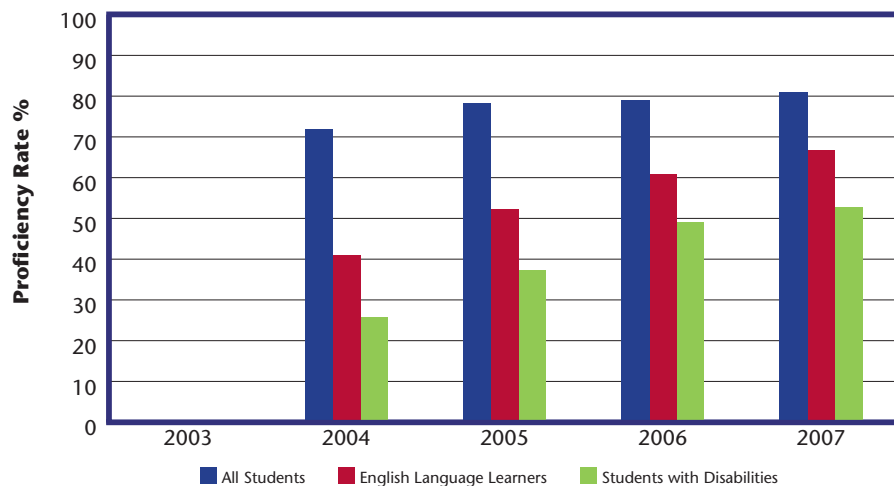
Reading First: Grade 3 Fluency Data (Cohort 1)



Fluency Assessments

Grade	Assessment	Subtest	Benchmark	LEA Gains*
Grade 1	DIBELS	Oral Reading Fluency	40 WPM	75.0%
Grade 2	DIBELS	Oral Reading Fluency	90 WPM	88.9%
Grade 3	DIBELS	Oral Reading Fluency	110 WPM	87.5%

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	50.0%
Grade 2	DIBELS	Retell Fluency	> 25% of Oral Reading Fluency	33.3%
Grade 3	DIBELS	Retell Fluency	> 25% of Oral Reading Fluency	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: MONTANA

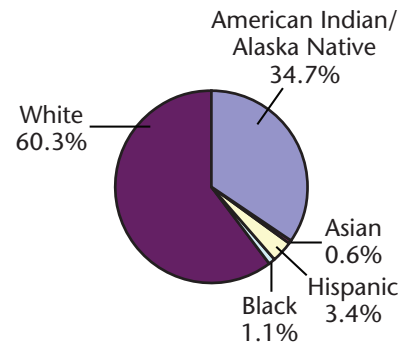


Reading First Participation

2006–2007: 5,469 students

Funded Districts and Schools		
Year	Districts	Schools
2003	N/A	N/A
2004	11	17
2005	13	21
2006	24	33
2007	24	33

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.opi.mt.gov/ReadingFirst/index.html>

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

- ❑ Both cohorts had statistically significant increases on DIBELS from fall 2006 to spring 2007.
- ❑ While there was a statistically significant increase in the percentages of students at benchmark from fall 2006 to spring 2007 in Cohort 1, moving students out of the intensive category was somewhat more challenging.
- ❑ From fall 2006 to spring 2007, there were statistically significant increases in the percentages of Cohort 2 students at benchmark. In three of four grades, the decreases in the percentages of students in intensive were also significant.

Source: Northwest Regional Educational Laboratory

Total Reading First Allocation

- ❑ Total state funding to date: **\$19,609,368**
- ❑ Amount of Yearly Funding

2008	■	\$1,128,258
2007	■	\$2,651,939
2006	■	\$3,018,802
2005	■	\$3,180,392
2004	■	\$3,232,401
2003	■	\$3,358,325
2002	■	\$3,039,251

Source: U.S. Department of Education Budget Service