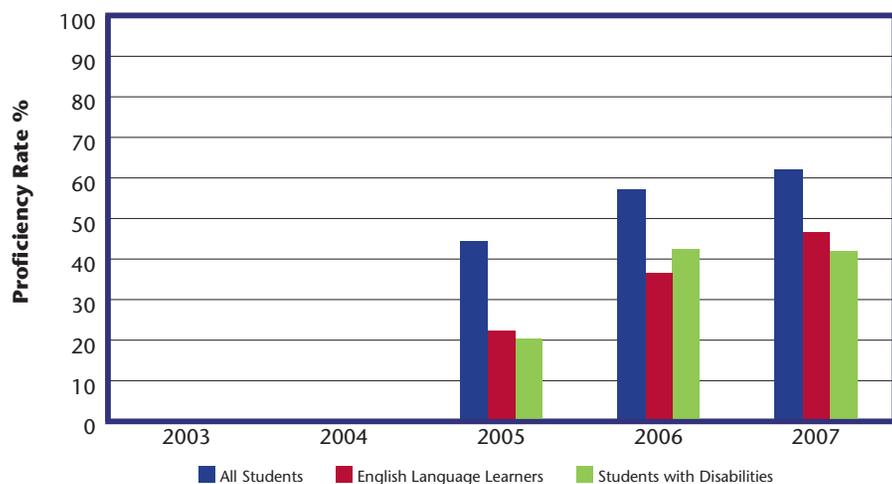


# Reading First State Profile: WYOMING



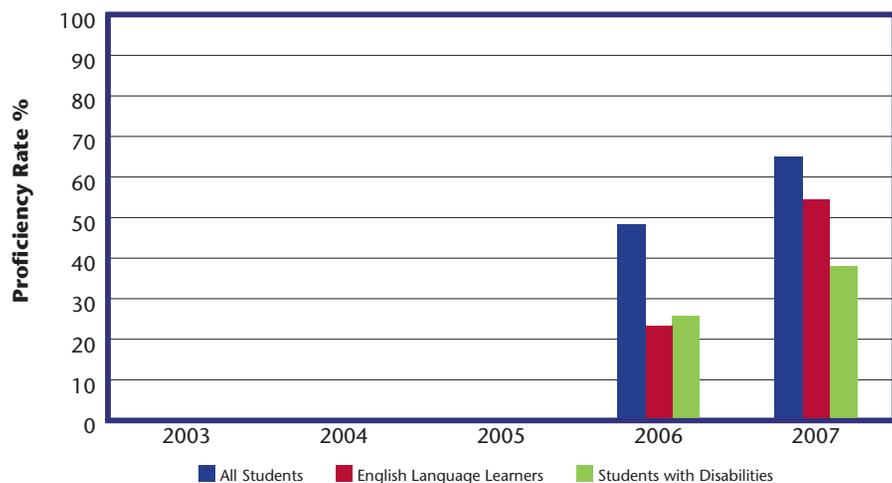
**Reading First: Grade 3 Fluency Data (Cohort 1)**



**Fluency Assessments**

Grade	Assessment	Subtest	Benchmark	LEA Gains*
Grade 1	DIBELS	Oral Reading Fluency	40 WPM	100.0%
Grade 2	DIBELS	Oral Reading Fluency	90 WPM	50.0%
Grade 3	DIBELS	Oral Reading Fluency	110 WPM	100.0%

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



**Comprehension Assessments**

Grade	Assessment	Subtest	Benchmark	LEA Gains*
Grade 1	N/A	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A	N/A
Grade 3	Proficiency Assessment for Wyoming Students	N/A	State Passing Rate	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: WYOMING

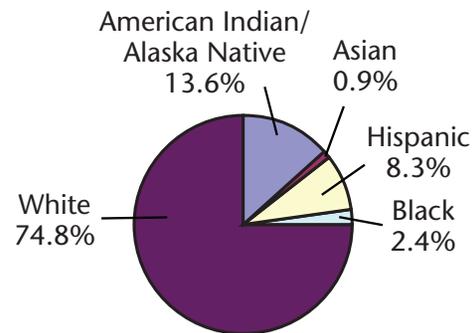


## Reading First Participation

2006–2007: 1,906 students

Funded Districts and Schools		
Year	Districts	Schools
2003	N/A	N/A
2004	N/A	N/A
2005	4	10
2006	4	10
2007	5	12

## 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.k12.wy.us/SAA/rf.asp>

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

- ❑ The 2006–2007 school year saw continued gains in student achievement as measured by the DIBELS, including statistically significant increases in the percentage of students at benchmark in all grades between fall 2006 and spring 2007.
- ❑ Round 1 schools—completing their third year of implementation in 2006–2007—made sustained increases in the percentage of students at benchmark. Changes from spring 2006 to spring 2007 were statistically significant in kindergarten and first and second grades.
- ❑ Round 2 schools—completing their first year of implementation in 2006–2007—also saw increases in the percentage of students at benchmark from baseline to the end of their first year. Changes from spring 2006 to spring 2007 were statistically significant in first, second, and third grades, but not in kindergarten.
- ❑ Analysis of longitudinal data (examining progress of students over three years—2005–2007) showed successes with students who began Reading First in kindergarten.

Source: Northwest Regional Educational Laboratory

## Total Reading First Allocation

- ❑ Total state funding to date: **\$15,353,723**
- ❑ Amount of Yearly Funding

2008	■	\$935,641
2007	■	\$2,463,421
2006	■	\$2,469,053
2005	■	\$2,490,935
2004	■	\$2,451,604
2003	■	\$2,384,319
2002	■	\$2,158,750

Source: U.S. Department of Education Budget Service