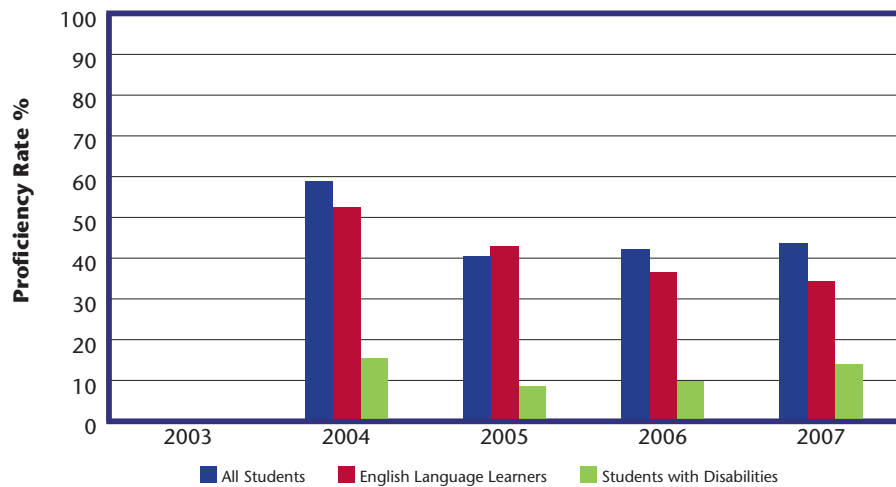


Reading First State Profile: **ARKANSAS**



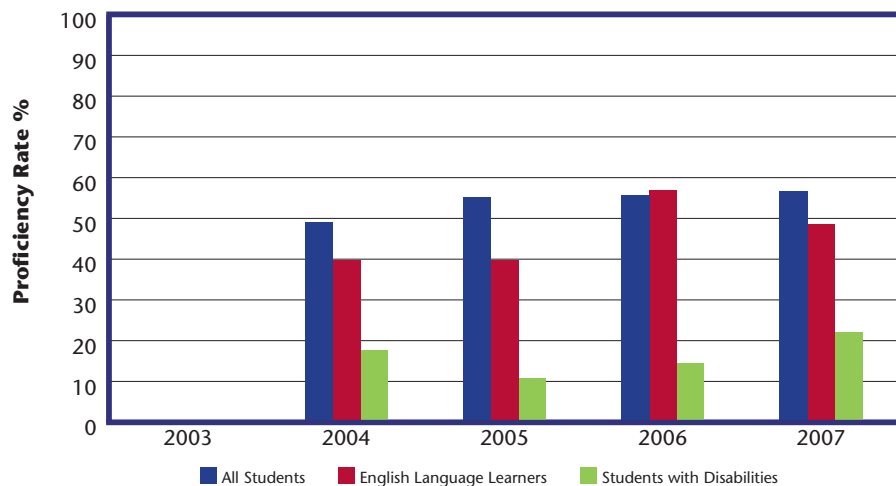
Reading First: Grade 3 Fluency Data (Cohort 1)



Fluency Assessments

Grade	Assessment	Subtest	Benchmark	LEA Gains*
Grade 1	DIBELS	Oral Reading Fluency	40 WPM	8.3%
Grade 2	DIBELS	Oral Reading Fluency	90 WPM	36.0%
Grade 3	DIBELS	Oral Reading Fluency	110 WPM	20.8%

Reading First: Grade 3 Comprehension Data (Cohort 1)



Comprehension Assessments

Grade	Assessment	Subtest	Benchmark	LEA Gains*
Grade 1	ITBS	Comprehension	40th %ile	68.2%
Grade 2	ITBS	Comprehension	40th %ile	45.8%
Grade 3	ITBS	Comprehension	40th %ile	65.2%

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: **ARKANSAS**



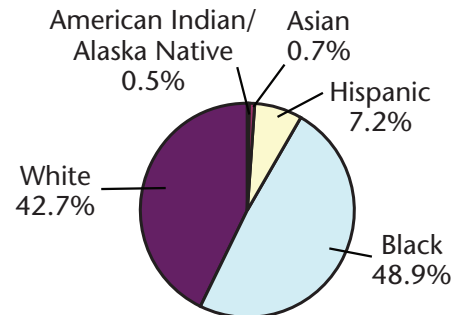
Reading First Participation

2006–2007: 21,652 students

Funded Districts and Schools

Year	Districts	Schools
2003	N/A	N/A
2004	38	61
2005	39	66
2006	35	64
2007	58	86

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://arkansased.org/nclb/reading_first.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

- ❑ The percentage of matched students at benchmark for the 2006–2007 school year increased in every grade—significant changes were made in kindergarten and second grade. All grade levels retained at least 82 percent of their benchmark students from the beginning to the end of school.
- ❑ Reading First third graders from rural areas and Alaskan Native/American Indian third graders scored significantly better than comparison students on the state standards assessment in reading in 2006–2007.
- ❑ In 2006–2007, schools regularly used assessments for screening, diagnosing, and progress monitoring their intensive, strategic, and benchmark students and teachers continued to teach their core programs with fidelity. All coaches, principals, and the majority of teachers believed that reading instruction in their schools had improved under Reading First; over two-thirds of teachers agreed that Reading First had significantly changed their own reading instruction.

Source: The National Office for Research on Measurement and Evaluation Systems

Total Reading First Allocation

- ❑ Total state funding to date: **\$73,209,262**
- ❑ Amount of Yearly Funding

2008		\$4,595,240
2007		\$11,075,057
2006		\$12,252,659
2005		\$12,442,659
2004		\$12,097,050
2003		\$10,532,153
2002		\$10,214,444

Source: U.S. Department of Education Budget Service