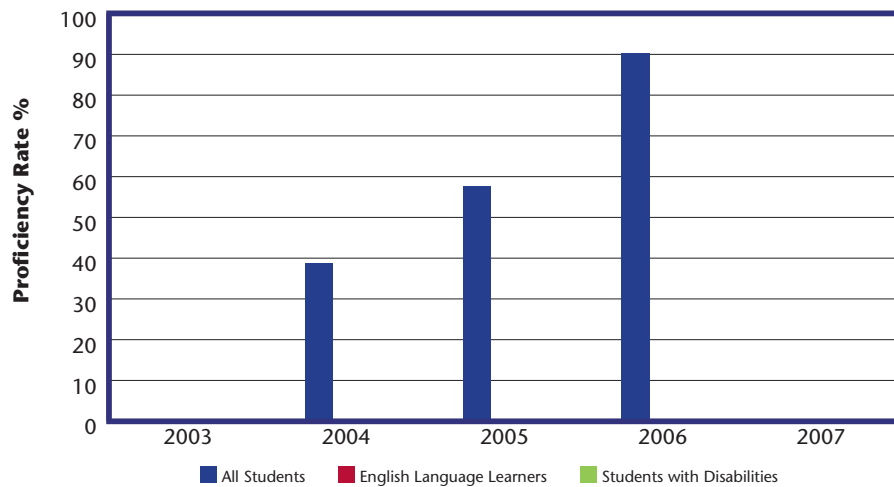


Reading First State Profile: **NORTH DAKOTA**



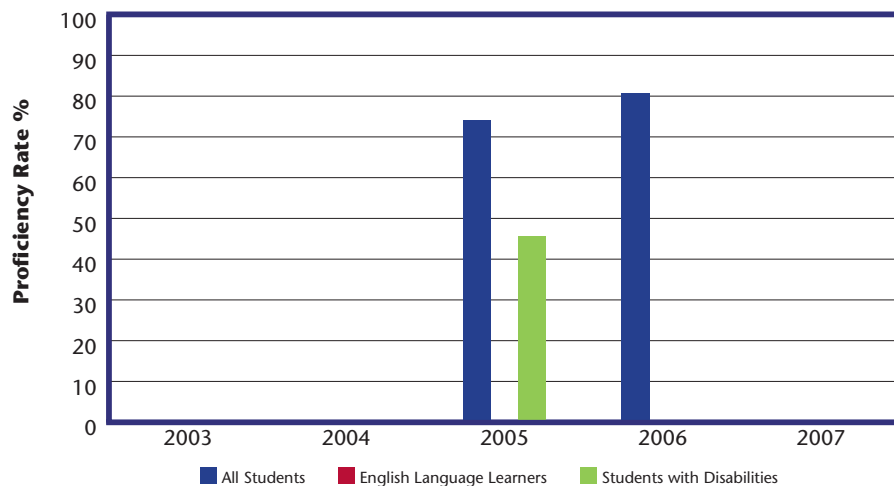
Reading First: Grade 3 Fluency Data (Cohort 1)



Fluency Assessments

Grade	Assessment	Subtest	Benchmark	LEA Gains*
Grade 1	DIBELS	Oral Reading Fluency	40 WPM	N/A
Grade 2	DIBELS	Oral Reading Fluency	90 WPM	N/A
Grade 3	DIBELS	Oral Reading Fluency	110 WPM	N/A

Reading First: Grade 3 Comprehension Data (Cohort 1)



Comprehension Assessments

Grade	Assessment	Subtest	Benchmark	LEA Gains*
Grade 1	TerraNova	Reading	Grade Equivalent Scores	N/A
Grade 2	TerraNova	Reading	Grade Equivalent Scores	N/A
Grade 3	ND State Assessment	N/A	Proficient or Advanced	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: **NORTH DAKOTA**

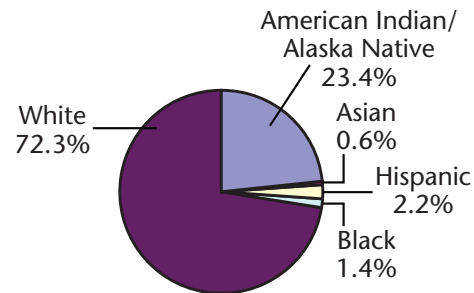


Reading First Participation

2006–2007: 2,660 students

Funded Districts and Schools		
Year	Districts	Schools
2003	N/A	N/A
2004	5	5
2005	10	14
2006	15	21
2007	15	20

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.dpi.state.nd.us/title1/reading/index.shtm>

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

- ❑ 2006–2007 student achievement data were not entirely consistent across grades and tests but large increases in the percentages of students who performed at or above grade level were observed. These results indicate that the program has increased the capacity of Reading First schools to deliver research-based reading instruction such that student achievement is increasing.

Source: Mid-continent Research for Education and Learning

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