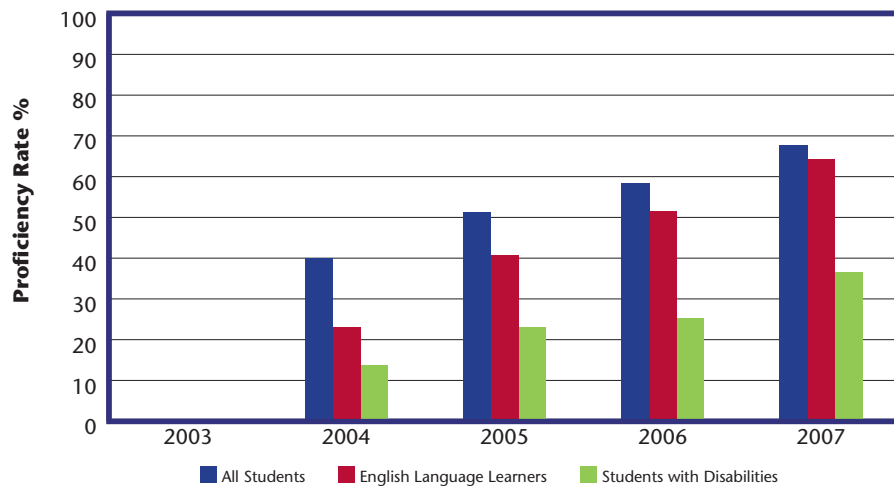


# Reading First State Profile: OKLAHOMA



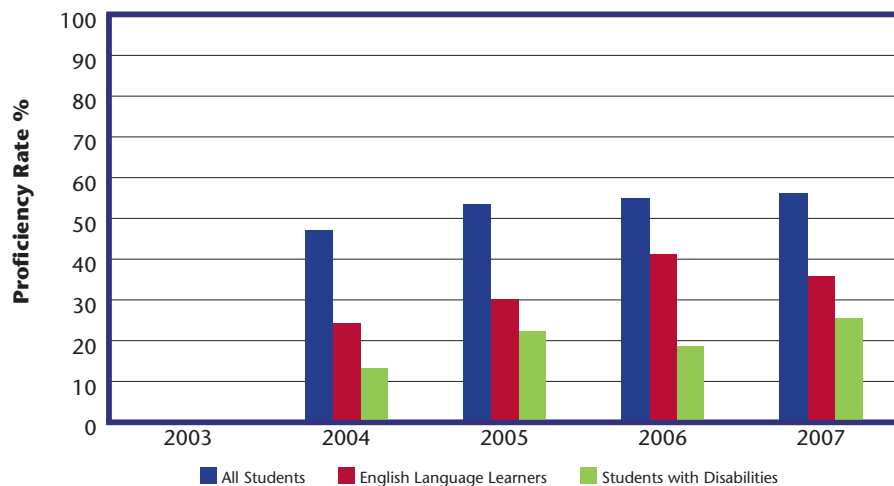
**Reading First: Grade 3 Fluency Data (Cohort 1)**



**Fluency Assessments**

Grade	Assessment	Subtest	Benchmark	LEA Gains*
Grade 1	DIBELS	Oral Reading Fluency	40 WPM	72.0%
Grade 2	DIBELS	Oral Reading Fluency	90 WPM	91.7%
Grade 3	DIBELS	Oral Reading Fluency	110 WPM	92.3%

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



**Comprehension Assessments**

Grade	Assessment	Subtest	Benchmark	LEA Gains*
Grade 1	ITBS	Comprehension	Top 2 Quartiles of 51-100	72.0%
Grade 2	ITBS	Comprehension	Top 2 Quartiles of 51-100	41.7%
Grade 3	ITBS	Comprehension	Top 2 Quartiles of 51-100	61.5%

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: OKLAHOMA

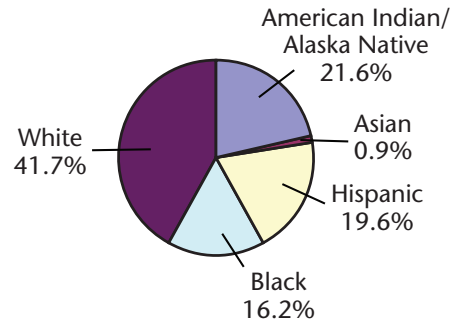


## Reading First Participation

2006–2007: 12,856 students

Funded Districts and Schools		
Year	Districts	Schools
2003	N/A	N/A
2004	36	52
2005	45	76
2006	42	73
2007	41	70

## 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://sde.state.ok.us/Programs/Reading-First/Default.aspx>

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

- ❑ In 2006–2007, teachers' self-reported changes from Reading First in the 2005–2006 school year include increased use of a dedicated, uninterrupted 90-minute reading block; more explicit attention to the five components of reading; frequent use of assessment to monitor student growth and plan instruction; and small-group teacher-led instruction.
- ❑ 2006–2007 DIBELS and ITBS data suggest that a number of schools have made significant gains in the percentage of students who have reached benchmark levels and who have improved their performance on both assessment measures. The successes are particularly evident among Cohort I schools, which have been implementing the program for one year longer than Cohort II schools. The gains among Cohort I schools on the ITBS include improvement among all racial and ethnic groups, both genders, and all grade levels.

Source: Censeo Group, LLC

## Total Reading First Allocation

- ❑ Total state funding to date: **\$84,241,078**
- ❑ Amount of Yearly Funding

2008	■	\$5,127,496
2007	■	\$12,013,023
2006	■	\$13,654,058
2005	■	\$13,789,414
2004	■	\$14,222,097
2003	■	\$12,481,635
2002	■	\$12,953,355

Source: U.S. Department of Education Budget Service