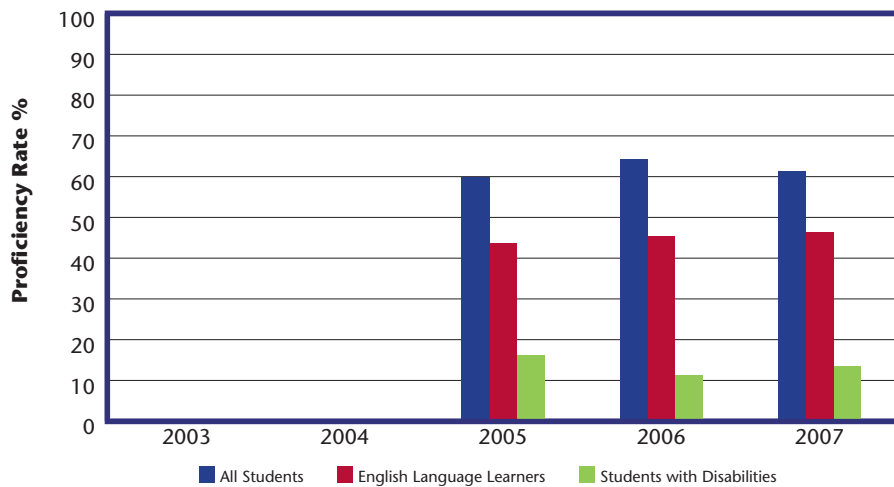


Reading First State Profile: IDAHO



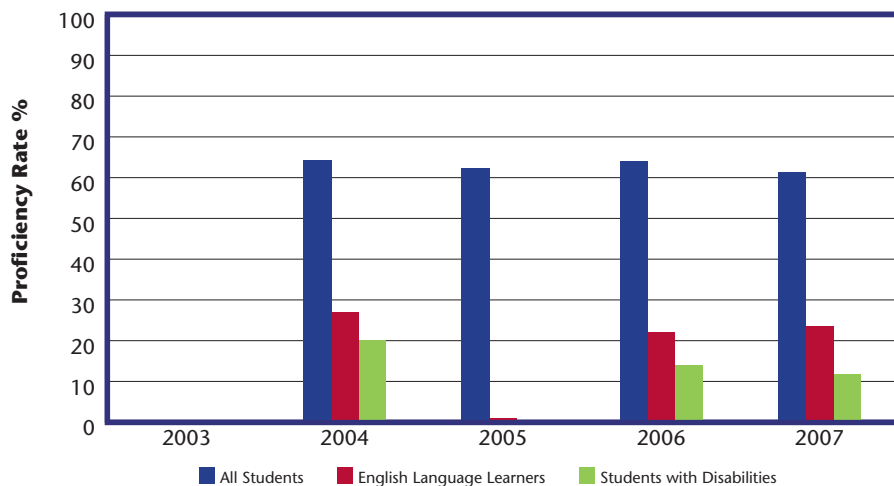
Reading First: Grade 3 Fluency Data (Cohort 1)



Fluency Assessments

Grade	Assessment	Subtest	Benchmark	LEA Gains*
Grade 1	Idaho Reading Inventory	N/A	54 WPM	N/A
Grade 2	Idaho Reading Inventory	N/A	94 WPM	N/A
Grade 3	Idaho Reading Inventory	N/A	120 WPM	N/A

Reading First: Grade 3 Comprehension Data (Cohort 1)



Comprehension Assessments

Grade	Assessment	Subtest	Benchmark	LEA Gains*
Grade 1	ITBS	Reading Total	40th %ile	60.0%
Grade 2	ITBS	Reading Total	40th %ile	45.4%
Grade 3	ITBS	Reading Total	40th %ile	18.2%

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: IDAHO



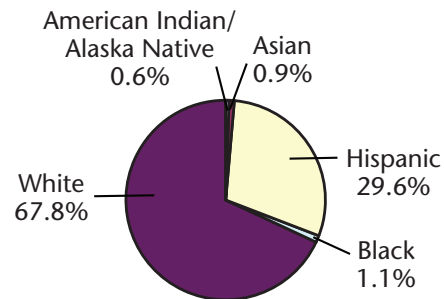
Reading First Participation

2006–2007: 9,663 students

Funded Districts and Schools

Year	Districts	Schools
2003	N/A	N/A
2004	11	21
2005	16	31
2006	16	30
2007	16	30

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
www.sde.idaho.gov/site/reading_first

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

- ❑ 2007 average 3rd grade ITBS grade equivalent scores in Reading First schools are higher than the state average from the last year of statewide ITBS testing (2001).
- ❑ Based on classroom observations and teacher interviews conducted in 2006–2007, common characteristics contributing to the success of high-performing teachers include fidelity to the core program, extensive knowledge of the core program, strong work ethic, high academic press in their classrooms, enhanced vocabulary instruction, high-quality workshop and intervention periods, high expectations for all students, excellent classroom management, effective use of data, and awareness of individual student's strengths and weaknesses.

Source: Center for School Improvement and Policy Studies at Boise State University

Total Reading First Allocation

- ❑ Total state funding to date: **\$26,001,866**
- ❑ Amount of Yearly Funding

2008		\$1,659,707
2007		\$3,887,816
2006		\$4,209,920
2005		\$4,181,761
2004		\$4,344,282
2003		\$4,213,421
2002		\$3,504,959

Source: U.S. Department of Education Budget Service