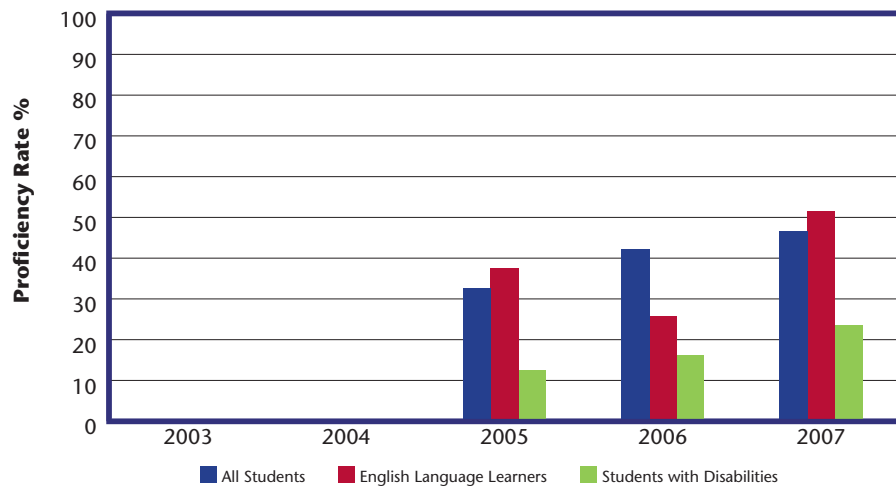


Reading First State Profile: **LOUISIANA**



Reading First: Grade 3 Fluency Data (Cohort 1)



No Comprehension Testing Data

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.

Fluency Assessments

Grade	Assessment	Subtest	Benchmark	LEA Gains*
Grade 1	DIBELS	Oral Reading Fluency	40 WPM	80.0%
Grade 2	DIBELS	Oral Reading Fluency	90 WPM	85.0%
Grade 3	DIBELS	Oral Reading Fluency	110 WPM	70.0%

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	N/A	N/A	N/A	N/A

* 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: **LOUISIANA**

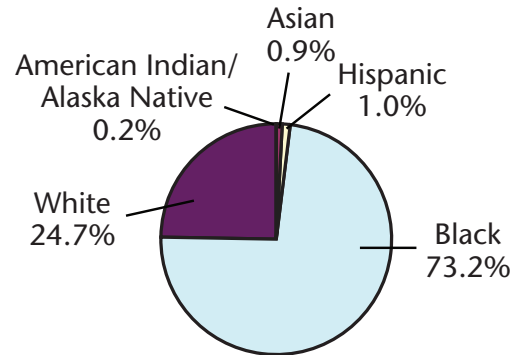


Reading First Participation

2006–2007: 25,622 students

Funded Districts and Schools		
Year	Districts	Schools
2003	N/A	N/A
2004	N/A	N/A
2005	21	98
2006	20	81
2007	33	111

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.doe.state.la.us/lde/RegionIII/1389.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

- ❑ In 2006–2007, there was a decrease in the number of and percentage of students in each grade scoring “at risk” on the DIBELS. Similarly, there has been an increase in the number and percentage of students considered to have a “low risk” of future reading difficulties as measured by the DIBELS.
- ❑ In 2006–2007, there is generally an achievement gap closure for race, free or reduced price lunch program participation, and special education. Particularly in third grade, there is a strong closure to the point where there is essentially no difference in either performance or growth.
- ❑ The special education referral rate has been steadily decreasing over the life of the Reading First program—from approximately 50% of referrals being for reading difficulties when the grant was first implemented to 19% in 2006–2007.

Source: The Cecil J. Picard Center for Child Development

Total Reading First Allocation

- ❑ Total state funding to date: **\$151,828,365**
- ❑ Amount of Yearly Funding

2008 ■■■ \$9,360,627

2007 ■■■■ \$23,447,059

2006 ■■■■ \$24,265,483

2005 ■■■■ \$24,987,324

2004 ■■■■ \$25,164,311

2003 ■■■■ \$24,747,731

2002 ■■■■ \$19,855,830

Source: U.S. Department of Education Budget Service