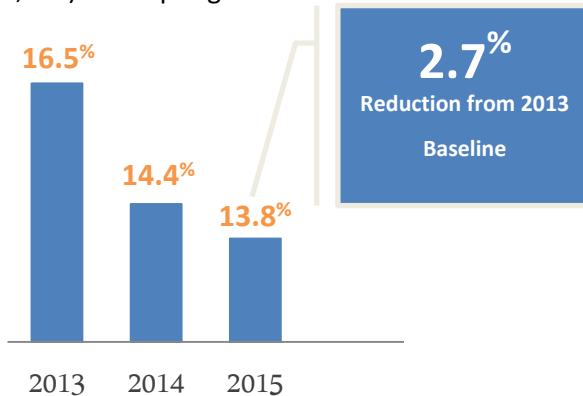


## READ Act Data Collection – *By the Numbers*

### Overall Results

In 2015, 13.8% (36,420) of K-3 students were identified as having a significant reading deficiency (“SRD”), representing a decrease of 1,086 students identified with a SRD from the previous year and a total reduction of 2.7% (6,059) from spring 2013.



### Early Literacy Grant

The Early Literacy Grant (ELG) program is funded every three years. The current cycle is from 2013-2016. In the spring of 2013, a total of 16 grant awards were made to 30 schools in 15 districts representing 7 regions of the state, totaling \$4 million. Schools participating in the ELG have reduced SRD rates by 6.6% from 2013 to 2015

### Reduction of SRD Statewide

Below is a graph that indicates SRD rates for cohorts of students across three years of READ implementation.

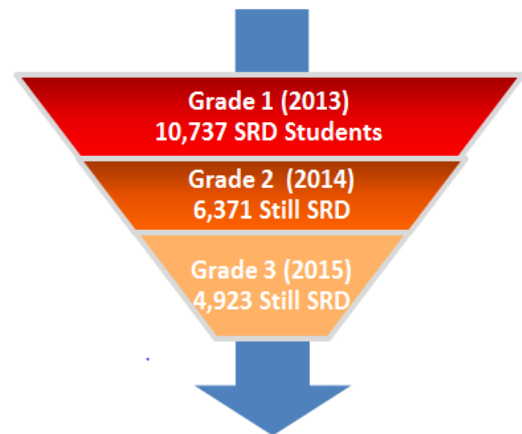
STATE	2013	2014	2015
K	6.9%	6.8%	6.4%
1	19.8%	17.5%	16.9%
2	18.9%	16.1%	15.4%
3	19.1%	17.4%	16.1%
All	16.5%	14.4%	13.8%

### Distribution of Per-Pupil Intervention Funds

In the spring of 2015, districts reported 36,420 students as having a significant reading deficiency. Approximately \$33 million was distributed in per-pupil intervention funds which equate \$905.88 per student with an SRD.

### Reduction of SRD in the 2013 Cohort of 1<sup>st</sup> Graders

In 2013, 13,145 first grade students were reported as having an SRD. Only 10,737 of these first graders remained in the same district for the following two collections. In 2014, 6,371 of those same students were still identified as having an SRD in second grade. By 2015, only 4,923 were still identified as having an SRD in third grade. This represents a 54% reduction rate among students who remained in the same district over three years.



### Early Literacy Assessment Tool Project

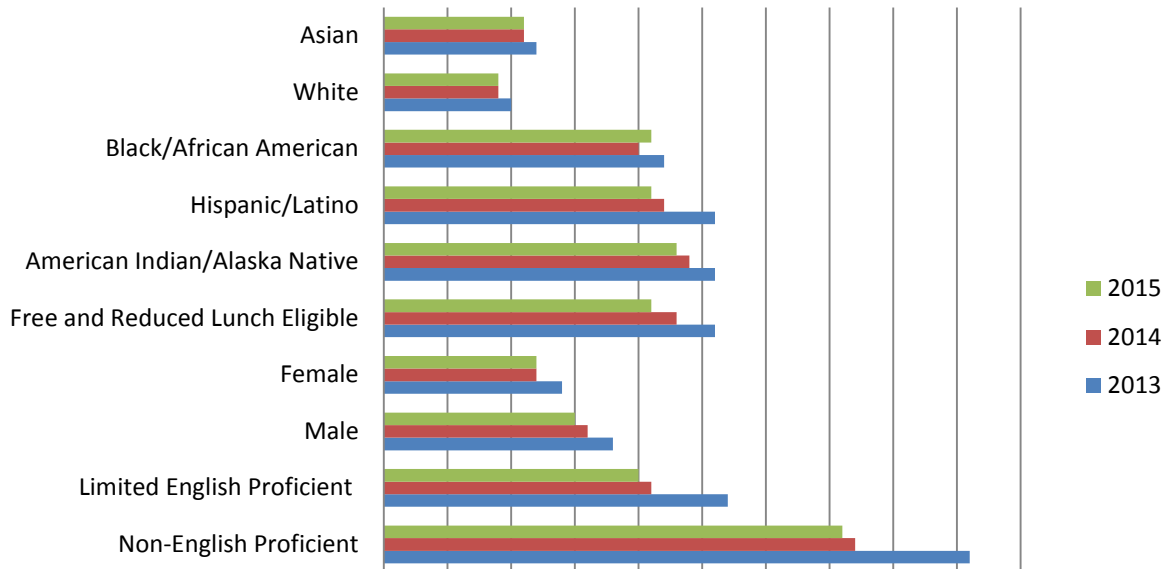
Schools participating in the Early Literacy Assessment Tool (ELAT) project saw a reduction of K-3 students in the well below benchmark range (those students most at risk) by 44% during the 2014-2015 school year. This translates to approximately 11,000 students no longer falling in the score range that identifies them as having an SRD. Additionally, about 60% of ELAT schools are making above average or well above average progress in bringing students up to Benchmark on DIBELS Next.

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## READ Act Data Collection – *By the Numbers* (cont.)

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### Prevalence of Significant Reading Deficiencies by Year and Demographic Group



### Prevalence of Significant Reading Deficiencies by Year and Grade Level

Grade	Number (percentage) of students identified with SRD in 2013	Number (percentage) of students identified with SRD in 2014	Number (percentage) of students identified with SRD in 2015
Half-day kindergarten	1,248 (7%)	1,210 (7%)	1,045 (6%)
Full-day kindergarten	3,526 (8%)	2,921 (6%)	3,081 (6%)
Grade 1	13,145 (20%)	11,619 (18%)	11,338 (17%)
Grade 2	12,310 (19%)	10,536 (16%)	10,317 (15%)
Grade 3	12,250 (19%)	11,220 (17%)	10,639 (16%)
Total	42,479 <b>(16.5%)</b> Per pupil allocation = \$363.33	37,506 <b>(14.4%)</b> Per pupil allocation = \$884.83	36,420 <b>(13.8%)</b> Per pupil allocation = \$905.88