READING EXCELLENCE PROGRAM

Goal: To improve reading for children in high-poverty schools and schools that need improvement by supporting research-based reading instruction and tutoring.

Relationship of Program to Volume 1, Department-wide Objectives: The Reading Excellence Act (REA) Program directly supports Objective 2.2 (every child reading by the end of third grade) through REA's support of professional development, family involvement, and supportive tutoring services. The program also supports Objective 2.4 (special populations) because it focuses its resources on schools with high poverty rates or numbers and on schools identified as needing improvement. Models resulting from this program will be helpful to similar districts elsewhere. The program supports Objective 2.1 (all children entering school ready to learn) through its family literacy activities. Finally, this program will identify effective models for teacher training in reading that can be used to support Objective 1.4 (teacher preparation).

FY 2000—$260,000,000

FY 2001—$286,000,000 (Requested budget)

OBJECTIVE 1: SIGNIFICANTLY IMPROVE STUDENTS' ACHIEVEMENT IN PARTICIPATING SCHOOLS AND CLASSROOMS.

Indicator 1.1 Participating students' achievement: By 2002, participating students will increase their reading scores significantly compared with comparable nonparticipants.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	**Actual Performance**	**Performance Targets**	**Status:** Unable to judge—new program.	**Source:** School Impact and Implementation Study.
1999:	**New Program**	**No target set**		*Frequency:* Annually.
2000:		No target set	**Explanation:** The Impact and Implementation Study will assess teacher development of expertise in reading instruction. Baseline data will be collected on students in participating schools starting in school year 2000-01.	*Next update:* 2001.
2001:		Baseline year		
2002:		Continuing increase		**Validation Procedures:** Will be verified by Department of Education attestation process and ED Standards for Evaluating Program Performance Data.
				Limitations of Data and Planned Improvements: Not known.

Indicator 2.1 Teacher knowledge: An increasing number of teachers participating in program-sponsored training will develop expertise in research-based reading instruction methods.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	**Actual Performance**	**Performance Targets**	**Status:** Unable to judge—new program.	**Source:** School Impact and Implementation Study.
1999:	**New Program**	**No target set**		*Frequency:* Annually.
2000:		No target set	**Explanation:** The Impact and Implementation Study will examine the effects of REA on district and school activities, including REA's impact on language minority students, starting in school year 2000-01.	*Next update:* 2001.
2001:		Baseline year		**Validation Procedures:** Will be verified by Department of Education attestation process and ED Standards for Evaluating Program Performance Data.
				Limitations of Data and Planned Improvements: Not known.

Indicator 2.2 Instructional change: An increasing number of teachers participating in program-sponsored training will significantly align their instruction with research-based, effective practice.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	**Actual Performance**	**Performance Targets**	**Status:** Unable to judge—new program.	**Source:** School Impact and Implementation Study.
1999:	**New Program**	**No target set**		*Frequency:* Annually.
2000:		No target set	**Explanation:** The Impact and Implementation Study will examine the effects of REA on district and school activities, including REA's impact on language minority students, starting in school year 2000-01.	*Next update:* 2001.
2001:		Baseline year		**Validation Procedures:** Will be verified by Department of Education attestation process and ED Standards for Evaluating Program Performance Data.
				Limitations of Data and Planned Improvements: Not known.

Indicator 2.3 Tutors: An increasing number of well-trained tutors will use research-based practices to help children learn to read.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	**Actual Performance**	**Performance Targets**	**Status:** Unable to judge—new program. **Explanation:** The Impact and Implementation Study will assess the use of tutors in local reading improvement subgrants as well as in Tutorial Assistance subgrants. Baseline data will be collected on tutor practice in participating schools starting in school year 2000-01.	**Source:** School Impact and Implementation Study. *Frequency:* Annually. *Next update:* 2001. Program reports from Corporation for National Service. *Frequency:* Annually. *Next update:* 2001. Federal Work-Study program data on tutoring, 2000. *Frequency:* Annually. *Next update:* 2001. **Validation Procedures:** Will be verified by Department of Education attestation process and ED <u>Standards for Evaluating Program Performance Data</u>. **Limitations of Data and Planned Improvements:** Possible lack of consistent definitions between programs. Will coordinate with other offices when developing actual measures.
1999:	**New Program**	**No target set**		
2000:		No target set		
2001:		Baseline year		

Indicator 2.4 Family reading: An increasing number of parents participating in program-sponsored activities will provide enriched home-reading opportunities to their children.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	**Actual Performance**	**Performance Targets**	**Status:** Unable to judge—new program. **Explanation:** The Impact and Implementation Study will examine in-home reading. Baseline data will be collected school year 2000-01.	**Source:** School Impact and Implementation Study. *Frequency:* Annually. *Next Update:* 2001. **Validation Procedures:** Will be verified by Department of Education attestation process and ED <u>Standards for Evaluating Program Performance Data</u>. **Limitations of Data and Planned Improvements:** Not known.
1999:	**New Program**	**No target set**		
2000:		No target set		
2001:		Baseline year		

Indicator 2.5 State system changes: By summer 2001, at least 16 states will have revised their state in-service training and guidelines for reading certification to reflect scientifically based reading research.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	**Actual Performance**	**Performance Targets**	**Status:** No 1999 data.	**Source:** State and District Implementation Evaluation.
1999:	**New Program**	**No target set**		*Frequency:* Annually.
2000:		12 states	**Explanation:** The State and District Implementation Study will collect information on states' implementation of REA, including changes to state teacher certification.	*Next update:* 2001.
2001:		Another 4 states		**Validation Procedures:** Will be verified by Department of Education attestation process and ED <u>Standards for Evaluating Program Performance Data</u>.
				Limitations of Data and Planned Improvements: Not known.

OBJECTIVE 3: IDENTIFY AND VALIDATE RESEARCH-BASED MODELS OF EFFECTIVE PRACTICE FOR READING INSTRUCTION, READING TUTORING, AND PROFESSIONAL DEVELOPMENT.

Indicator 3.1 Model identification: By 2002, at least five research-based reading programs, strategies, or teacher training programs will be validated as effective and suitable as models for other districts and states.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	**Actual Performance**	**Performance Targets**	**Status:** Unable to judge—new program.	**Source:** Causal studies, including:
1999:	**New Program**	**No target set**		Effects of REA Framework on Children's Reading Growth.
2000:		No target set	**Explanation:** Work in the area of model identification will consist of longitudinal studies in selected sites.	*Frequency:* Annually.
2001:		3 model programs or strategies		*Next Update:* 2001.
2002:		2 additional model programs or strategies		Promising Instructional Practice for English language learners.
				Frequency: Annually.
				Next Update: 2001
				Effective Tutoring Practices.
				Frequency: Annually.
				Next Update: 2001.
				Validation Procedures: Will be verified by Department of Education attestation process and ED <u>Standards for Evaluating Program Performance Data</u>.
				Limitations of Data and Planned Improvements: None.

KEY STRATEGIES

Strategies Continued from 1999

❖ Use the evaluation and dissemination funding to develop additional information on effective reading instruction and professional development (using scientifically based evaluation research methods) in collaboration with the National Institute for Child Health and Human Development (NICHD) and other offices in the Department of Education, including the Planning and Evaluation Service, Office of Educational Research and Improvement, and the Office of Special Education Programs.

❖ Develop guidance for states and local programs regarding appropriate evaluation and student assessment methods and effective approaches for professional development in reading.

❖ Develop content guidance on effective practices in reading, tutoring, family literacy, and professional development—based on valid and reliable scientific research—using the best from exemplary Reading Excellence projects as well as from continually research findings.

New or Strengthened Strategies

❖ Create a partnership with state grantees to implement an outstanding program that makes a significant impact on children's reading in participating schools and provides insight and models for other states, districts, and schools. Provide differentiated technical assistance and training for states and subgrantee districts and schools, stance would be as follows:

➢ Foster partnerships between reading researchers and highly effective local schools to increase understanding of effective reading practices.

➢ Link advanced projects with others that need to improve.

➢ Support content training by experts for projects that are good but not "great."

➢ Assemble teams of ED staff, state staff, and specialized contractors for projects that need help (often a management rather than a content problem).

➢ Plan activities, hold workshops, symposiums, and training programs on content and program management issues; support research-project partnerships; maintain a high-quality Web site; and provide specialized technical assistance based on the needs of individual schools, districts, and states.

HOW THIS PROGRAM COORDINATES WITH OTHER FEDERAL ACTIVITIES

❖ Coordinate with the National Institute for Child Health and Human Development (NICHD), the National Academy of Sciences, and the National Institute for Literacy (NIFL) to identify expert panel reviewers, review national evaluation plans, and develop program strategies.

❖ Collaborate with the National Institute for Literacy (NIFL) as it identifies and disseminates information on scientifically based research on reading and on effective programs, including those identified by state or Federal evaluations.

❖ Coordinate with the National Institute of Child Health and Human Development (NICHD), the National Institute for Literacy (NIFL), the Department of Health and Human Services' Head Start program, the Corporation for National Service, and other ED programs with related services (for example, Title I, Even Start, IDEA, Bilingual Education, Eisenhower Professional Development, the new Teacher Quality Enhancement program, Technology Challenge programs, the new Class-size Reduction program, Federal College Work Study, Research Institutes and Regional Labs, and Adult Education). Coordination is needed to make efficient use of available Federal resources and to ensure that as states and local communities are implementing the Reading Excellence Act, they receive appropriate cooperation and support from related programs.

CHALLENGES TO ACHIEVING PROGRAM GOAL

❖ To ensure that the Department and states work in partnership so that participating schools are implementing research-based instructional practices in their classrooms.

❖ To develop evaluation and performance measurement systems that support continuous improvement and contribute to the substantive knowledge base on reading instruction.

INDICATOR CHANGES

From FY 1999 Annual Plan (two years old)

Adjusted

❖ The Goal changed to better reflect REA's program objectives.

❖ Objective 2, Indicator 2.2 was changed based on the evaluation plan. The date for expected progress changed from 2001 to 2002. (Note that Objective 2 is now Objective 1 because Objective 1 from last year was removed.)

❖ Objective 3, Indicator 3.5 was changed based on the evaluation plan. The date for expected progress changed from January 2001 to summer 2001. The number of states that will revise teacher certification changed from 15 to 16. (Note that Objective 3 is now Objective 2.)

❖ Objective 5, Indicator 5.1 was changed based on evaluation plan. The date for expected progress changed from 2001 to 2002. The word "strategies" was also added to this indicator.

INDICATOR CHANGES (CONTINUED)

<u>Dropped</u>
- ❖   Objective 1, Indicator 1.1 was removed to streamline plan. It is a context indicator.
- ❖   Objective 3, Indicator 3.4 was removed to streamline plan. (Note that Objective 3 is now Objective 2.)
- ❖   Objective 4 was removed to streamline plan. Data will be collected on this objective and used internally.

From FY 2000 Annual Plan (last year's)

<u>Adjusted</u>—None.

<u>Dropped</u>—None.

<u>New</u>—None.