

# Archived Information

Objective 2.2: Every child reads well and independently by the end of the third grade.

**Our Role.** The Education Department's Federal resources are used to help states, local school districts, and schools improve reading instruction in high-poverty schools by supporting professional development and the implementation of research-based reading curriculum and practices; supporting special populations that experience difficulties in reading; and expanding community-wide extended learning time programs in reading. This improvement is accomplished through many programs, including Title I, Even Start, and the Reading Excellence Program, and through other programs for special populations such as Special Education.

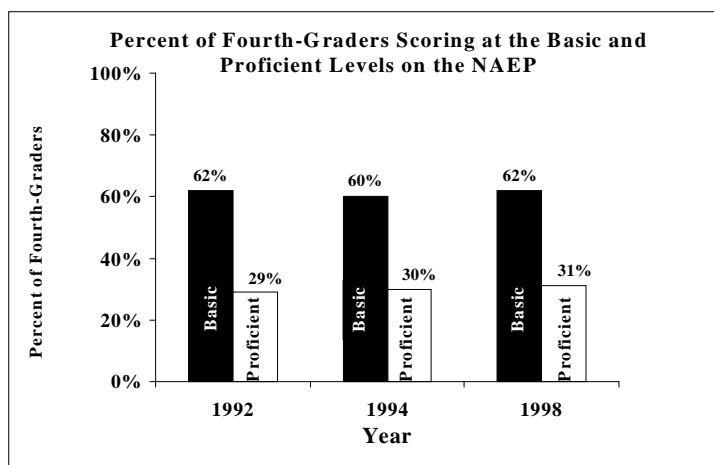
## Our Performance

**How We Measure.** The Education Department measures its progress by focusing on expected outcomes in student achievement in reading, as well as indicators that track the implementation of recent programs to advance these outcomes.

**Indicator 2.2.a. Increasing percentages of fourth-grade students will meet basic and proficient levels in reading on the National Assessment of Educational Progress (NAEP). By 2002, 66 percent of fourth-grade students will score at or above the basic level in reading on the NAEP, and 32 percent of fourth grade students will score at or above the proficient level in reading on the NAEP.**

**Assessment of Progress.** Progress toward goal of students achieving proficient level is likely; progress toward goal of students achieving basic level is unlikely. Since the 1970s, NAEP scores for fourth-graders have been relatively flat (around 60 percent at basic or higher levels). These statistics are disturbing because they indicate that more than 35 percent of the fourth-grade population continue to have difficulty reading at the basic level of proficiency (see Figure 2.2.a.1). While students in low-poverty schools improved their reading scores from 1988 to 1996, scores of students in high-poverty schools have begun improving only since 1992. The data for 2000 are not available.

Figure 2.2.a.1



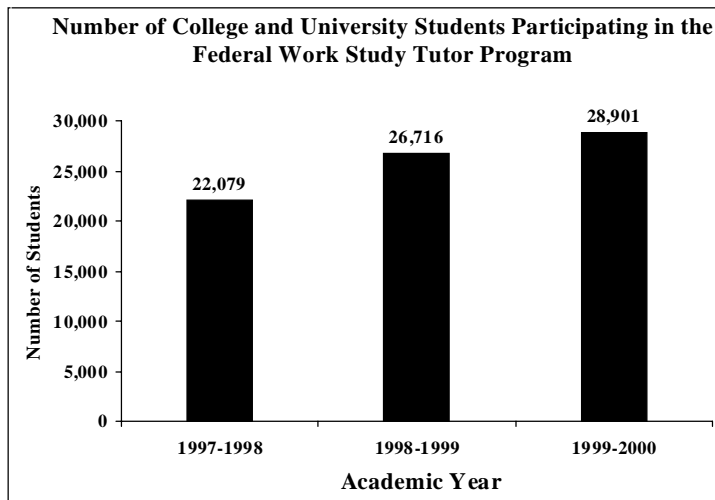
**Source:** Main NAEP (1992-present). *Frequency:* Every four years. *Next Update:* 2001. **Validation procedure:** Data are validated by NCES review procedures and *NCES Statistical Standards*. **Limitations of data and planned improvements:** NAEP data are not available annually.

---

**Indicator 2.2.b. By 2001, increasing numbers of postsecondary students will be employed as America Reads tutors through the Federal Work-Study Program.**

**Assessment of Progress.** The goal for 2000 was met. The Education Department encourages Federal Work-Study (FWS) students to serve as reading tutors by waiving the requirement that employers pay part of their wages. During the 1999-2000 academic year, 28,901 postsecondary students were employed as reading tutors through the Federal Work Study program, which is an increase from the 1998-1999 school year (see Figure 2.2.b.1).

Figure 2.2.b.1

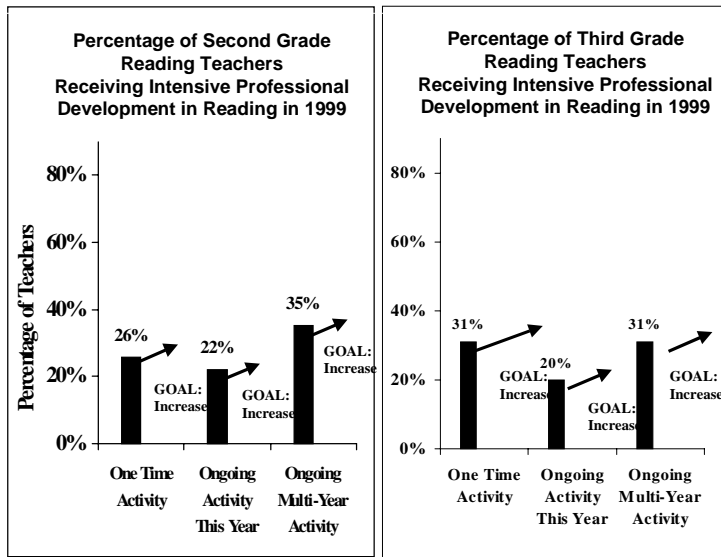


**Source:** Education Department Fiscal Operations Report and Application to Participate, 1998. *Frequency:* Annual. *Next Update:* 2000-01 data will become available in 2002. **Validation procedure:** Data are reviewed by Education Department staff. **Limitations of data and planned improvements:** No known limitations.

**Indicator 2.2.c. Increasing percentages of teachers of kindergarten through third grade students will receive ongoing, intensive professional development to enable them to teach reading successfully to diverse students, including those who experience difficulties in learning to read and those with disabilities.**

**Assessment of Progress.** Unable to judge progress, as baseline data are available for 1999 only (see figure 2.2.c.1).

Figure 2.2.c.1



**Source:** National Longitudinal Survey of Schools (NLSS) (1999). *Frequency:* Annual. *Next Update:* 2000 data will become available in 2001. **Validation procedure:** Data are validated by NCES review procedures and *NCES Statistical Standards*. **Limitations of data and planned improvements:** NLSS data are currently available for second and third grade teachers only. Data are collected from teachers in schools that include a third grade and who teach each of these grades “most of the time.” Data for kindergarten and first grade teachers have been requested in future years.

**Indicator 2.2.d. Increasing numbers of children participating in Head Start, Even Start, and Title I programs will make significant gains on measures of language development and reading readiness so they are well prepared for grade-appropriate reading instruction.**

**Assessment of Progress.** This is a new indicator under development in FY 2000. Data from the National Research Council show that preparation for school—at home and in early childhood programs—is essential to the performance of children in reading. This new indicator will track progress in this area.

**Source:** To be developed. *Frequency:* To be developed. *Next Update:* To be developed. **Validation procedure:** N/A. **Limitations of data and planned improvements:** N/A. While some data are available from the National Even Start Evaluation (1995-96) on the performance of children in school readiness and language development, there is currently no comparable assessment that can provide trend data for this indicator. Furthermore, no current data are available on pre-K Title I or Head Start student performance. The Department of Education is discussing an early childhood study that would provide these data in future years.