

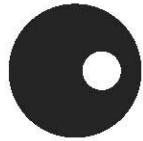
Team Read

2013-2014 Evaluation Highlights

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Prepared by Elizabeth Zherka, M.A., M.P.A., and Mary Murray, M.A.

MEMconsultants



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p.o. box 18464, seattle, wa 98118 / 206.324.2280 / www.memconsultants.com

Team Read 2013-2014 Evaluation Highlights

Team Read Overview

Team Read is a nonprofit organization whose mission is to ensure reading success for struggling 2nd and 3rd grade readers through the use of teen tutors. Peer tutors, called reading coaches, are trained in reading strategies aligned with classroom instruction and best practices. They work one-on-one with Student Readers twice a week after school or during the summer. Teachers from partner schools are trained by Team Read to supervise the afterschool tutoring sessions (as site coordinators). Since 1998, Team Read has served over 15,000 elementary and 8th through 12th grade students, primarily through matching teen reading coaches with 2nd and 3rd grade Student Readers.

2013-2014 Program Participants

During the 2013-2014 school year, Team Read partnered with eleven elementary schools and supported 412 reading coaches (more than half of whom were returning coaches) to serve 357 student readers. A total of 10 youth, experienced reading coaches, filled the leadership role of site assistant.

Data Collection Methods and Evaluation Design

MEMconsultants was contracted by Team Read to design evaluation tools and evaluate their program across all eleven sites. The evaluation was designed to measure the impact of Team Read on the student readers, their coaches, program partners—including referring teachers and principals, Site Assistants and Site Coordinators and families of coaches and students. Also, the evaluation sought lessons learned and opportunities for program improvement.

| Table 1. Data Sources | N Value | Response Rate |
|--|--|--|
| READING SCORE DATA | | |
| <i>Measures of Academic Progress (MAP)</i> | Pending Seattle Public School District Data Availability | Pending Seattle Public School District Data Availability |
| <i>Teachers College Reading Assessment (Fall & Spring)</i> | 278 | 78 % |
| STAKEHOLDER SURVEYS | | |
| <i>Reading Coaches (Tutors)</i> | 231 | 55% |
| <i>Site Assistants</i> | 8 | 80% |
| <i>Site Coordinators</i> | 14 | 82% |
| <i>Referring Teachers</i> | 26 | 49% |
| <i>Principals</i> | 7 | 64% |
| <i>Families of Student Readers</i> | 59 | 14% |
| <i>Families of Reading Coaches & Site Assistants</i> | 72 | 17% |
| OBSERVATIONS | | |
| <i>Dunlap Elementary School</i> | 3 observations | - |
| <i>Roxhill Elementary School</i> | 3 observations | - |
| <i>Van Asselt Elementary School</i> | 3 observations | - |
| FOCUS GROUPS | | |
| <i>Reading Coach Focus Group, Dunlap Elementary School</i> | 1 focus group | - |

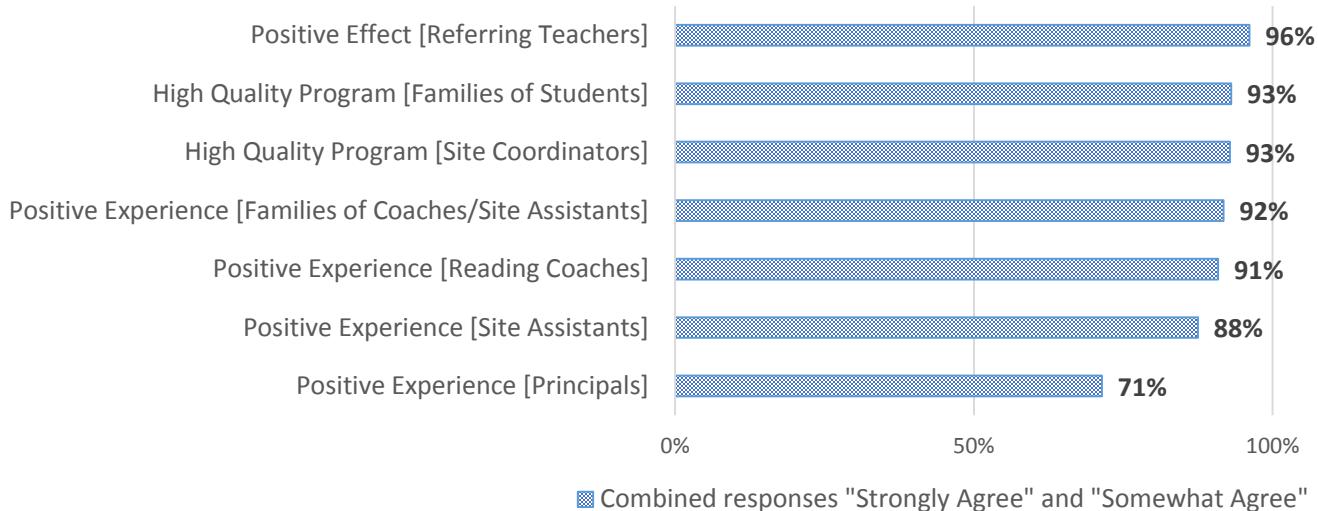
This report highlights key findings and emphasizes program accomplishments. It is divided into four sections: (1) overall satisfaction among program stakeholders; (2) the impact of Team Read on the student readers; (3) the impact of Team Read on the teen Reading Coaches and Site Assistants; and (4) the success of its partnerships with the eleven elementary schools it serves.

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Stakeholder Satisfaction with Team Read

All Team Read stakeholders (site coordinators, teen coaches and site assistants, principals and families) completed surveys to provide feedback about their program experience. All stakeholders consistently reported that Team Read is a high quality program and/or that their experience with TR was positive.

Stakeholder Satisfaction with Team Read



Principal ratings were not as consistently high as those of other stakeholders. However, it should be noted that only seven (of a possible eleven) principals provided survey feedback, and five of the seven provided positive ratings. The two principals who provided neutral/negative feedback are first year principals at their respective schools. The neutral and negative feedback provides insight into opportunities for program improvement and strengthening partnerships and are addressed in more detail in the partnerships section of the report.



TR is a great program for those who attend on a regular basis. The individualized, one on one is a great motivator for many students who don't get that attention elsewhere. Parents don't understand the importance of comprehension or the deeper questioning that is expected of students. This is where they get the practice.
~ Referring Teacher

Overall, a great program that benefits both the reading tutors and the students being tutored. ~Family of a Coach

Thank you for helping our family. ~ Family of a Student Reader

You are doing SO MUCH already that makes the program effective, manageable & enjoyable! THANK YOU!
~ Site Coordinator

It was great seeing how pairs evolved as the year went on and watching their reading and relationship grew stronger. It was great getting to know all the tutors and kids also. ~ Site Assistant

Team Read is very meaningful and excellent way to help kids who struggle with Reading. I love being a coach it has taught me a lot about myself and what I can and can't do. ~Reading Coach

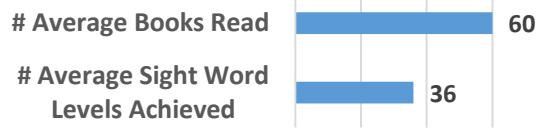
My students, teachers, and families are pleased with the progress that students made in Team Read. ~Principal

Team Read 2013-2014 Evaluation Highlights

Impact on Students Served

Time with Text within Team Read

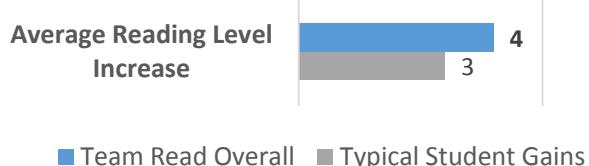
Team Read students read over 17,700 books and achieved over 10,700 new sight word levels during the school year. This averages 60 books read and 36 sight word levels per student.



Teachers' College Assessments

To assess reading skill development, Team Read examined the fall and spring Teacher's College scores of regularly attending students¹ (whose teachers shared those scores). The average increase in reading level for all Team Read students was 4 levels, exceeding typical student gains.²

Gains in Teachers' College Scores

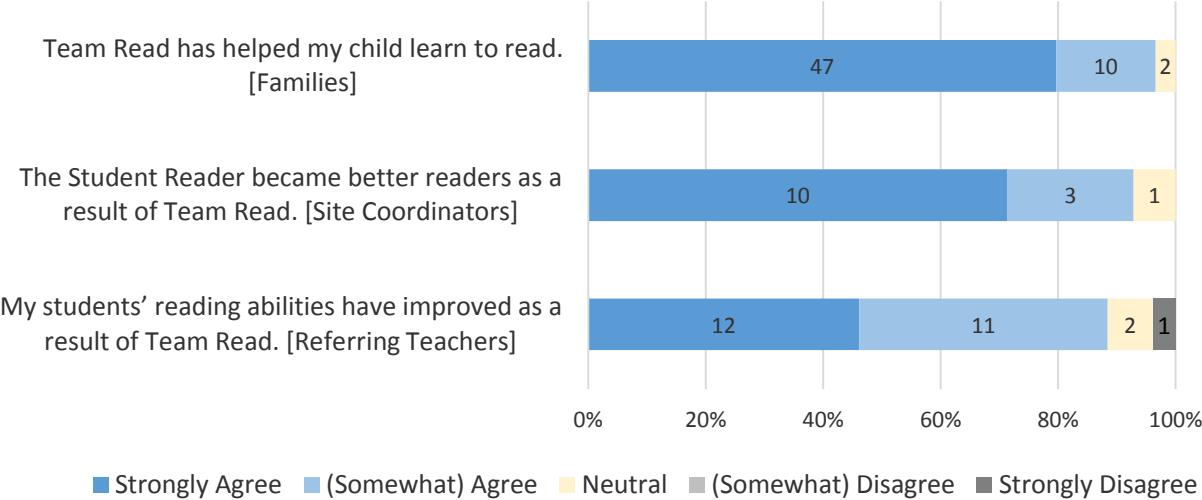


Reading Skills, Observed by Educators and Families

Principals, teachers and families reported improvements in student reading skill and credit Team Read with this student progress.

- 97% of families agree that Team Read helped their child learn to read.
- 93% of site coordinators agree that the students became better readers as a result of Team Read.
- Almost 90% of referring teachers agree that their students' reading abilities have improved because of Team Read.

Families and Educators Credit Team Read with Increasing Reading Skills



¹ Regularly attending students are defined as those attending 18 or more sessions during the school year with an attendance rate of 70% or higher.

² Students are expected to gain, on average, two to four levels per year. Source: Teachers College Reading and Writing Project (January, 2012). [Benchmark Reading Levels and Marking Period Assessments](#).

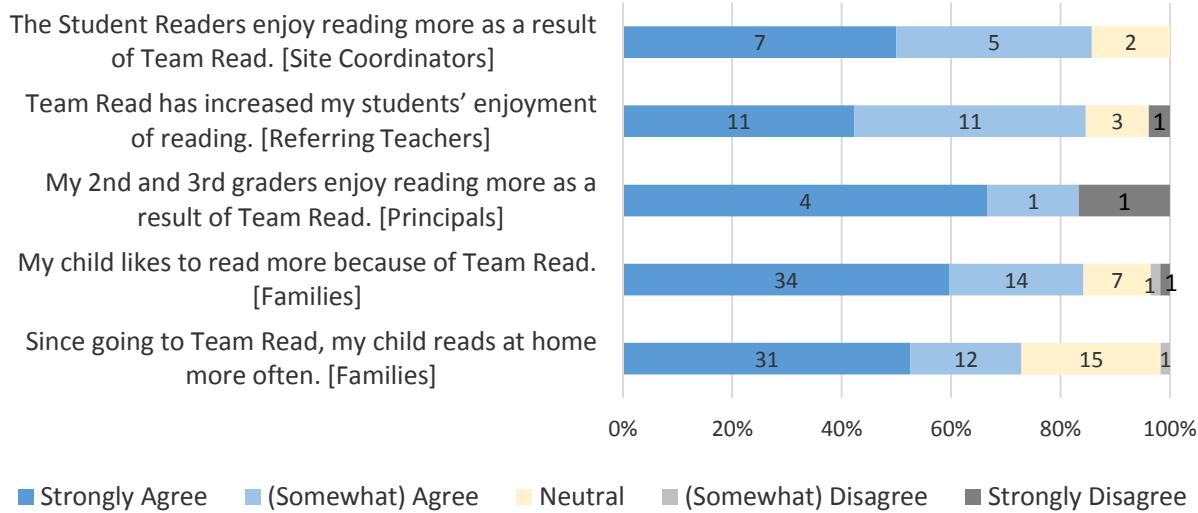
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Reading Enjoyment

All stakeholders – families, principals, referring teachers and site coordinators – report that Team Read student readers gaining increased enjoyment from reading.

- 86% of Site Coordinators agree that the students enjoy reading more as a result of the program.
- 85% of Referring Teachers report their students enjoy reading more as a result of Team Read.
- 84% of families report their child likes to read more because of Team Read.
- Over 80% of elementary school Principals agree that their 2nd and 3rd graders enjoy reading more as a result of Team Read.
- 73% of families report their child now reads at home more often.

Team Read Credited with Increasing Reading Enjoyment



The thing I like most about Team Read is that it motivates my child to want to read more. ~ Family of a Student Reader

Since going to Team Read, my child's reading ability improved a lot. ~ Family of a Student Reader

The one on one support is what most students are missing. Just having someone that is just for them is great! ~ Referring Teacher

Team Read helps students to become better, more enthusiastic readers. Their self-esteem is increased due to their relationship with their coaches and their improved skills. ~ Site Coordinator

I enjoyed how excited about reading my child has been because of Team Read. ~Family of a Student Reader

Students who have struggled with learning to love reading have linked a fun and positive experience with reading. ~Site Coordinator

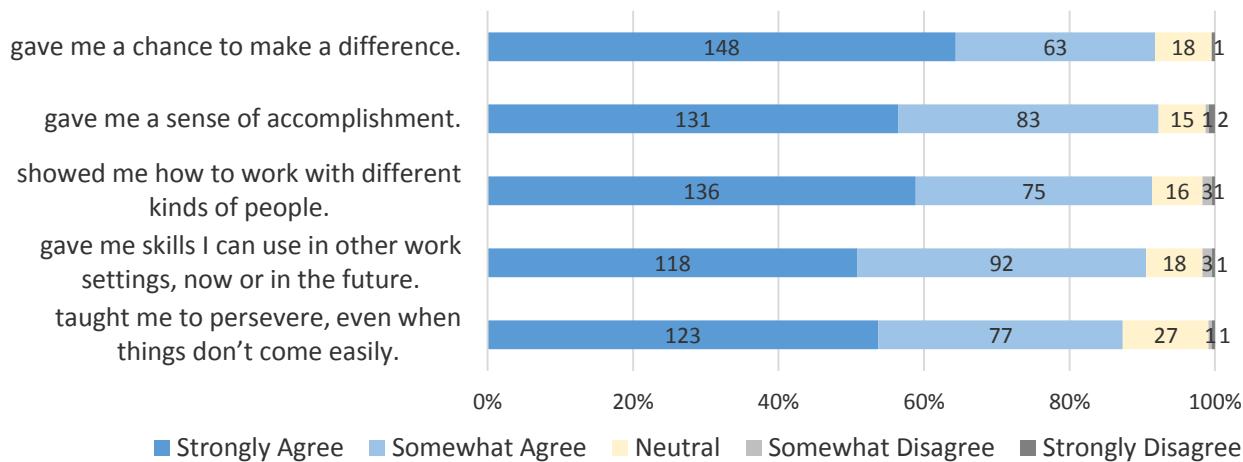
Team Read 2013-2014 Evaluation Highlights

Impact on Reading Coaches and Site Assistants

Team Read teens (231 Reading Coaches and 8 Site Assistants) completed surveys in which they were asked to reflect on the ways Team Read has impacted or influenced them; some also participated in a focus group to discuss these themes. The strongest self-reported impacts were in the areas of community service, interpersonal skills, career preparation and personal development. Seventy-four families with a teen working as a Team Read Reading Coach or Site Assistant were also surveyed to gain their perspective on the impact of the program on their child.

Impact on Middle and High School Students

Being a Reading Coach or Site Assistant ...



Community Service

- 92% of reading coaches and site assistants report their roles gave them a chance to make a difference and gave them a sense of accomplishment
- About a third of families cited the chance to make a difference as the biggest program benefit of Team Read for their teen

I liked being able to make a difference in my student's life. ~Reading Coach

*The most important thing that I learned was that I can make a difference and have fun at the same time.
~Reading Coach*

I enjoyed the sense of fulfillment that came at the end of the TR day. I felt as though I'd done some good in somebody else' life and enjoyed watching my buddy progress and grow. ~Reading Coach

My teen gained the desire to make a difference in her community—she is looking forward to making a difference in her college community. ~Family of a Coach

Interpersonal Skills

- For 91% of coaches and site assistants, Team Read showed them how to work with different kinds of people.

[The most important thing I gained from Team Read was...] getting to interact with different people. ~Reading Coach

The experience of working with people and kids different from me [was most important for me.] ~Reading Coach

I learned to work as a group with different other people. I feel like I gained a leadership role. ~Reading Coach

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Career Preparation

- For 91% of reading coaches and site assistants, Team Read gave them skills they can use in other work now or in the future.
- For almost half (46%) of reading coaches and site assistants, Team Read is his/her first work experience.
- Approximately a third of families identified career and future orientation (developing work ethic and gaining work experience) as the greatest program benefit.
- When asked what they liked best about Team Read and what they see as the most important benefit their child gained from their work, families described work ethic, job training, an interest in teaching or working with young people, the meaningful nature of the work and effecting positive change were all described at length by families.

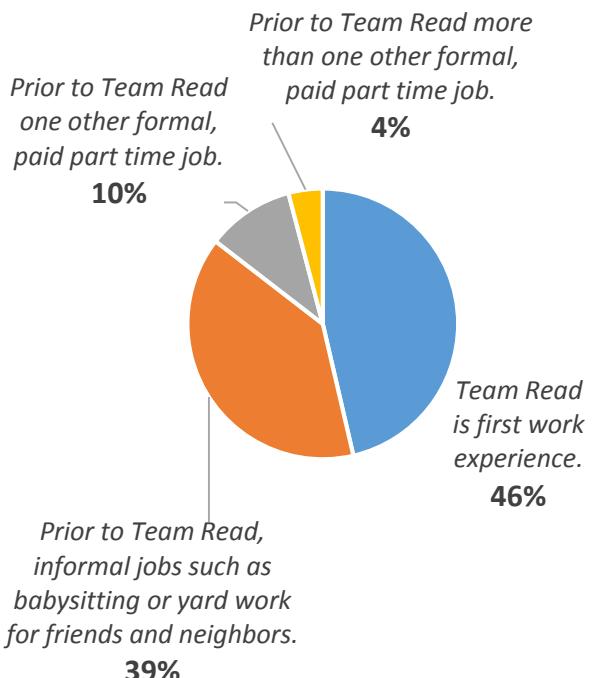
I learned about what it means to have a job, how to be committed to a job and how important it is to stay committed. ~ Reading Coach

There were many valuable work skills I gained including responsibility and timeliness. ~ Reading Coach

How to take responsibility for my time and how to interact in a business way. ~ Reading Coach

I have learned patience, a good work ethic and more experience for dealing with kids and future jobs. ~ Reading Coach

Reading Coach and Site Assistant Work History



Personal Development

- For 87% of tutors it taught them to persevere even when things don't come easily.
- When asked what they liked best about Team Read and what they see as the most important benefit their child gained from their work, families often described their teen's patience, perseverance, focus, self-discipline, a sense of accomplishment and seeing the results of their work.

I learned that I just need to keep working at things especially when they don't come easily at first. ~ Reading Coach

Being at Team read has taught me to push through things—most of the time it's hard to work with my student, but not giving up [for me] even when it gets hard... ~Reading Coach

It's taught me to be persistent. It's hard to get your child to stay engaged, but it's taught me not to give up, to be the person with authority but also their friend. I apply the strategies too in my own school work. If I'm procrastinating, even if I don't want to do this, the kids have to do it when they don't like it, so I suck it up and do it. ~ Reading Coach

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School Site Partnerships

Referring Teachers, Site Coordinators and Principals

Communication between an organization and its partners is critical to the success of the program it delivers. Overall, the majority of Site Coordinators, Referring Teachers and Principals are satisfied with Team Read's level of communication. At the same time, communication is one of the few items that earned a handful of low ratings from partners, and recommendations for improvement frequently center on communication.

- Almost 80% of Site Coordinators feel they had sufficient communication with 2nd and 3rd grade teachers.
- Similarly, almost 80% of Referring Teachers are satisfied with their level of communication with TR.
- More than half of Principals are also satisfied with the level of communication.

Team Read – School Site Communication

