

Team Read

2015-2016 Evaluation Highlights

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Team Read 2015-2016 Evaluation

Table of Contents

Executive Summary	Error! Bookmark not defined.
About Team Read	2
<i>2015-2016 Afterschool Program</i>	<i>2</i>
<i>2016 Summer Program</i>	<i>2</i>
About the Evaluation.....	2
<i>Data Collection Plan</i>	<i>2</i>
<i>Data Sources.....</i>	<i>3</i>
Program Accomplishments, After School Program.....	4
<i>Stakeholder Satisfaction.....</i>	<i>4</i>
<i>Impact on Student Readers</i>	<i>5</i>
<i>Impact on Teen Reading Coaches and Site Assistants</i>	<i>8</i>
Recommendations for Afterschool Program Development	10
Program Accomplishments, Summer Program	11
<i>Stakeholder Satisfaction.....</i>	<i>11</i>
<i>Impact on Student Readers</i>	<i>11</i>
<i>Partnership Success - Team Read and the Seattle Public Library.....</i>	<i>12</i>
Recommendations for Summer Program Development.....	13
Conclusions	14

Team Read 2015-2016 Evaluation

About Team Read

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 in grades 8-12. These youth 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 (in the role of site coordinator). Since 1998, Team Read has served over 17,000 elementary and 8th through 12th grade students, primarily through matching teen reading coaches with 2nd and 3rd grade student readers.

2015-2016 Afterschool Program

During the 2015-16 school year, Team Read partnered with eleven elementary schools and supported 435 reading coaches to serve 318 student readers. Teen reading coaches met with their student reader, 1 on 1, twice a week after school. A total of 12 experienced reading coaches filled the youth leadership role of site assistant. Classroom teachers referred students who were behind in reading to the program.

2016 Summer Program

During the summer of 2016, Team Read partnered with the Seattle Public Library to prevent summer learning loss. The program met for two hours a day, four days a week for five and a half weeks at four library branches. Through this program, 37 teen tutors worked with 103 student readers to prevent summer reading loss. Students were recruited from Team Read elementary school sites that serve high-need populations. Additionally, Team Read and library representatives recruited families from those who entered the library.

About the Evaluation

Data Collection Plan

MEMconsultants, LLC contracted with Team Read to design evaluation tools and evaluate their afterschool and summer programs. The evaluation was designed to assess the impact of Team Read on the student readers, their coaches, and program partners through stakeholder surveys and reading score data. Additionally, the evaluation sought lessons learned and opportunities for program improvement; relevant data was gleaned from stakeholder surveys, reading coach focus groups, program observations and stakeholder interviews.

Data collection was completed according to plan. As expected, due to absences on data collection days and the voluntary nature of program evaluation participation, response rates to stakeholder surveys varied. It is reasonable to assume that the stakeholders who had a personal investment in program delivery and measuring impact were most likely to complete the surveys, and the pattern of response rates supports this: the highest response rates were from program staff (site coordinators, site assistants and reading coaches) and the lowest response rates from families of student readers and reading coaches. Also, post-program reading score data was not gathered from students who left the program early; results are reported only for those who regularly attended the program, in order to measure the impact of the program when delivered as designed.

Team Read 2015-2016 Evaluation

Data Sources

	# Collected	Response Rate
READING SCORE DATA		
<i>Pre/Post Teachers College Reading Assessment (Afterschool)</i>	270	85%
<i>Pre/Post MAP Reading Test (Afterschool)</i>	189	59%
STAKEHOLDER SURVEYS – AFTERSCHOOL PROGRAM		
<i>Reading Coaches</i>	236	58%
<i>Site Assistants</i>	10	83%
<i>Site Coordinators</i>	11	85%
<i>Referring Teachers</i>	29	62%
<i>Principals</i>	7	64%
<i>Families of Student Readers</i>	35	11%
<i>Families of Reading Coaches & Site Assistants</i>	58	18%
STAKEHOLDER SURVEYS – SUMMER PROGRAM		
<i>Families of Student Readers</i>	42	41%
<i>Library Partners</i>	4	67%
<i>Reading Coaches</i>	26	70%
<i>Site Assistants</i>	3	75%
<i>Site Coordinators & Site Assistants</i>	4	100%
FOCUS GROUPS AND INTERVIEWS		
<i>Reading Coach Focus Group (Afterschool Program)</i>	1 focus group	-
<i>Reading Coach and Student Reader Pair Interviews (Afterschool Program)</i>	9 pairs	-
<i>Reading Coach Focus Group (Summer Program)</i>	1 focus group	-

Team Read 2015-2016 Evaluation

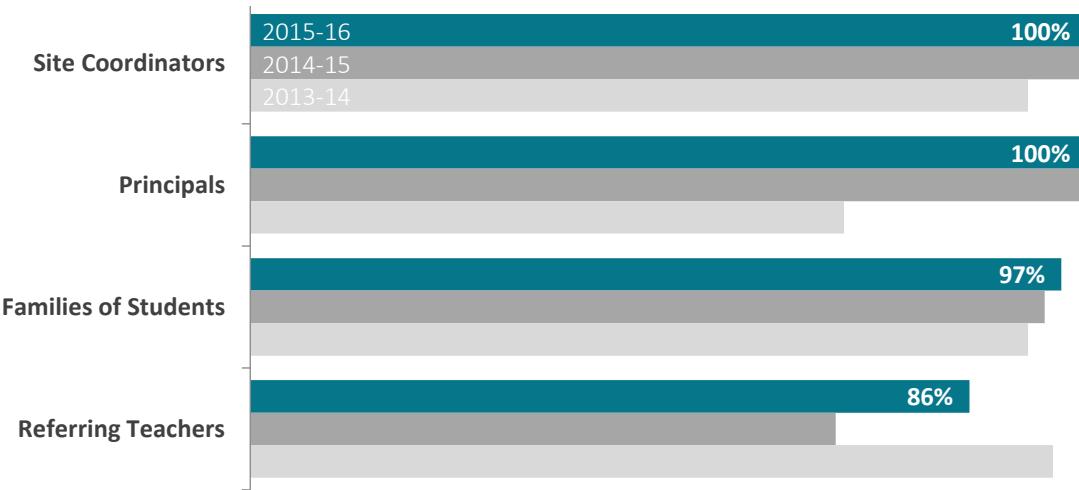
Program Accomplishments, After School Program

Stakeholder Satisfaction

All stakeholder groups (site coordinators, teen coaches and site assistants, principals and families) consistently report that Team Read is a high quality program and/or that their experience with Team Read was positive.

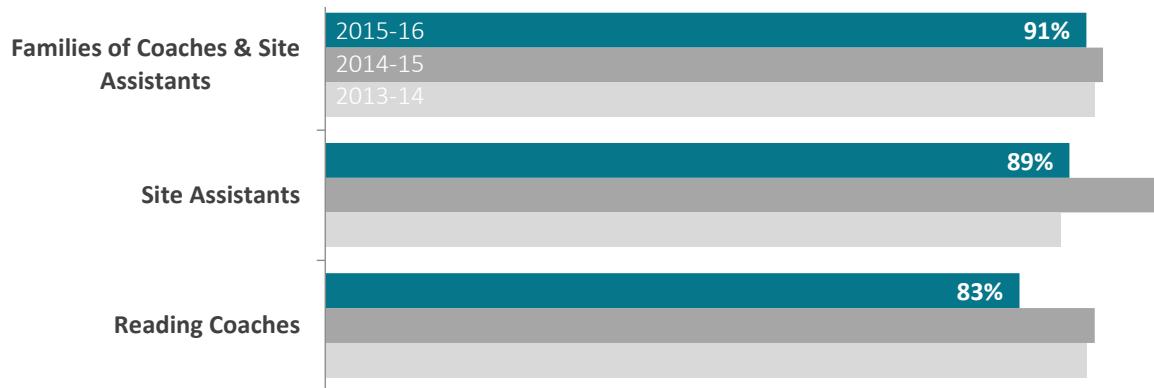
The satisfaction of stakeholders is high.

Stakeholder satisfaction has been consistent for many years, with only occasional exceptions.



Site Assistants and Reading Coaches satisfaction decreased this year at three sites.

Most sites rated their program satisfaction similarly to past years.



The average satisfaction scores from coaches obscures that most sites had very high satisfaction, while three sites had lower than usual average satisfaction (56-71%).

I really liked gaining experience working with kids, especially in a more educational setting. I thought that the supervisors were extremely helpful and encouraging. They really made me feel comfortable in such a new environment. I also really liked the Power Reader Journal. ~ Reading Coach

I liked how everyone was supportive and that there was time to connect with your buddy because it made not only reading more fun but spending that time with them more enjoyable. ~ Reading Coach

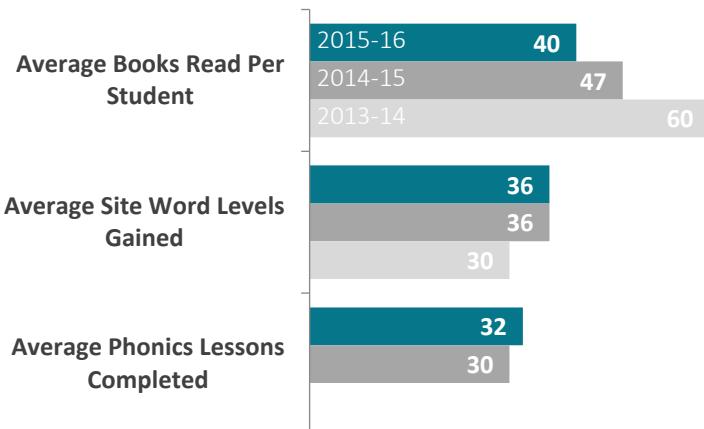
I liked knowing I had a direct impact on helping develop my students' reading. ~ Reading Coach

Team Read 2015-2016 Evaluation

Impact on Student Readers

Time with Text

Team Read tracks the amount of time students spend reading during its program in three ways: books read, sight word levels achieved and phonics lessons completed. In 2015-16, Team Read students read over 11,819 books, usually three times each (compared to last year's 11,500). Student readers also achieved over 10,600 new sight word levels and completed a total of 9,391 phonic lessons. This equates to an average of 40 books read, 36 sight word levels gained, and 32 phonic lessons completed per student. More than half of families (66%) report their child reads at home more often as a result of Team Read.



Reading Skills, Measured by the Teachers College and MAP Assessments

To assess reading skill development, Team Read examined the fall and spring Teachers College (TC) scores of regularly attending students¹ (whose teachers shared those scores), as well as analysis of whether or not students met typical growth on the MAP reading assessment from fall to spring.

The typical student reader entered Team Read reading at TC level H, with the typical 2nd grader at level F and the typical 3rd grader at level I or J. This is very similar to the previous two years.

The average Team Read student, who attended at least 70% of the time, gained 3.6 TC levels, which continues to be at the high end of the range of what is expected from a typical reader.²

Regularly attending students gained approximately a grade level in reading, based on average TC levels



¹ Regularly attending students are defined as those attending 70% of program sessions during the school year. Pre and post program TC scores were available for 219 students who attended regularly.

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](#).

Team Read 2015-2016 Evaluation

Fewer students met typical growth on the MAP reading assessment this year.



Reading Skills, Observed by Educators and Families

Stakeholders continue to report increases in reading skills among Team Read students.

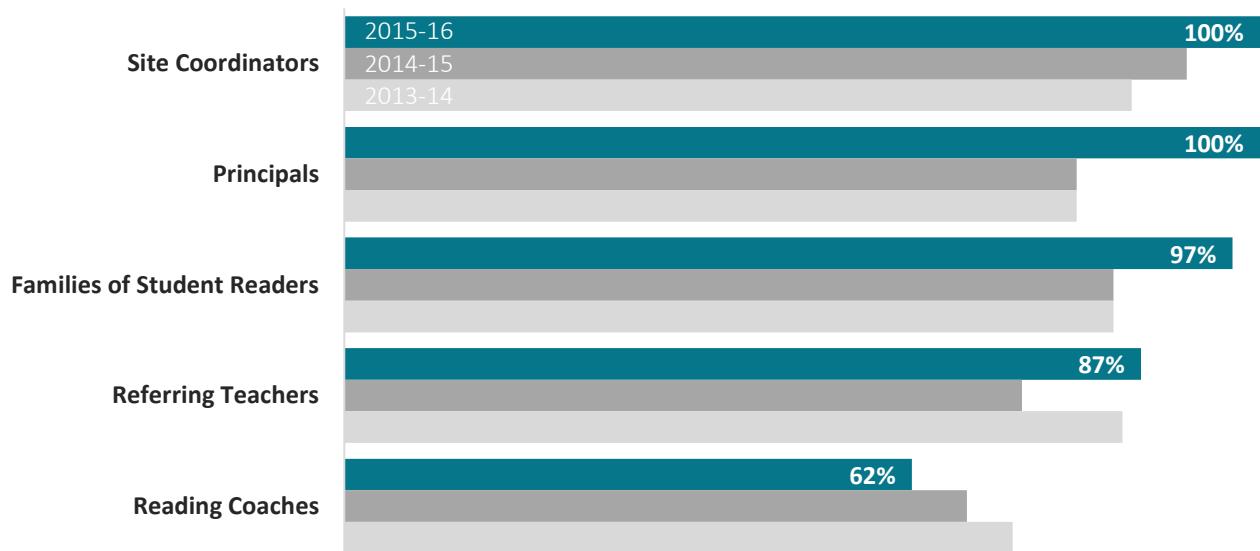


Reading Enjoyment

All stakeholder groups – families, principals, referring teachers, coaches and site coordinators – reported that Team Read student readers gain increased enjoyment from reading. However, fewer reading coaches than in previous years reported that their student readers increased enjoyment from reading. Coaches are more likely to report student disengagement from the structured reading activities.

Adult stakeholders observe students enjoying reading more as a result of Team Read.

Reading Coaches report decreased student reading enjoyment each year.



I really enjoyed working with my student, we had a lot of laughs and fun while reading. ~Reading Coach

Team Read 2015-2016 Evaluation

I love the one-on-one attention that students get from teen mentors. I love the relationship that the students build with their mentor and the excitement they have to work with them. It is so wonderful for so many students to have this opportunity for support and growth! ~Site Coordinator

Gave Phillip more confidence in his reading. ~ Parent

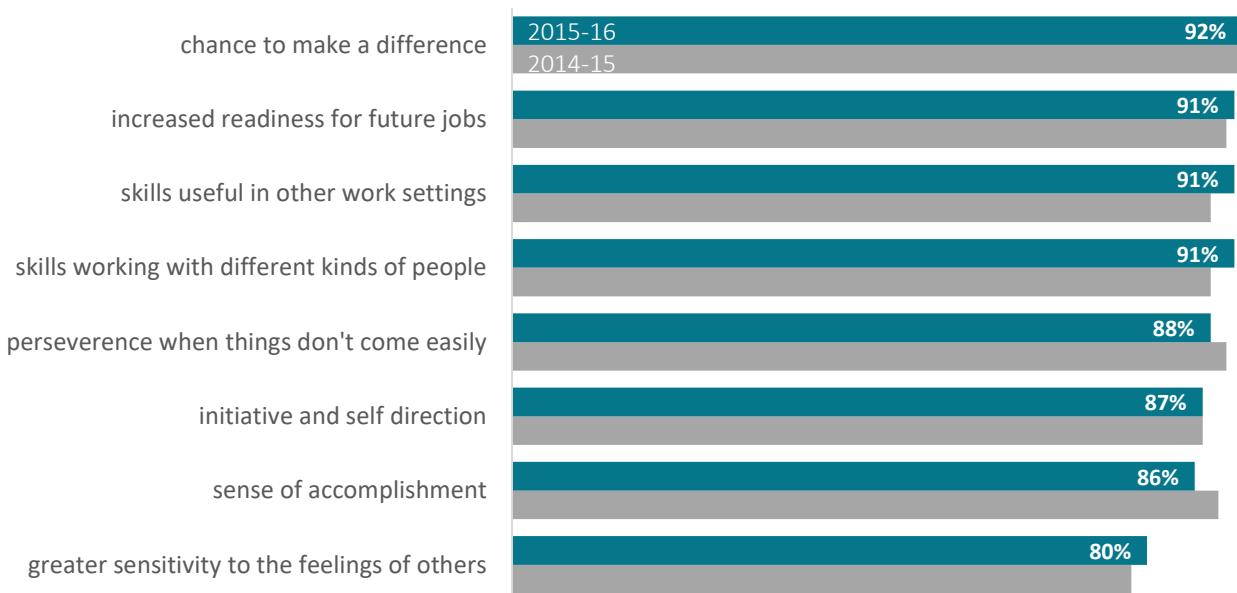
I liked that I had to get experience with my mentee. All of my mentees in my years of Team Read ended up enjoying reading and loved being with me. ~Reading Coach

Team Read 2015-2016 Evaluation

Impact on Teen Reading Coaches and Site Assistants

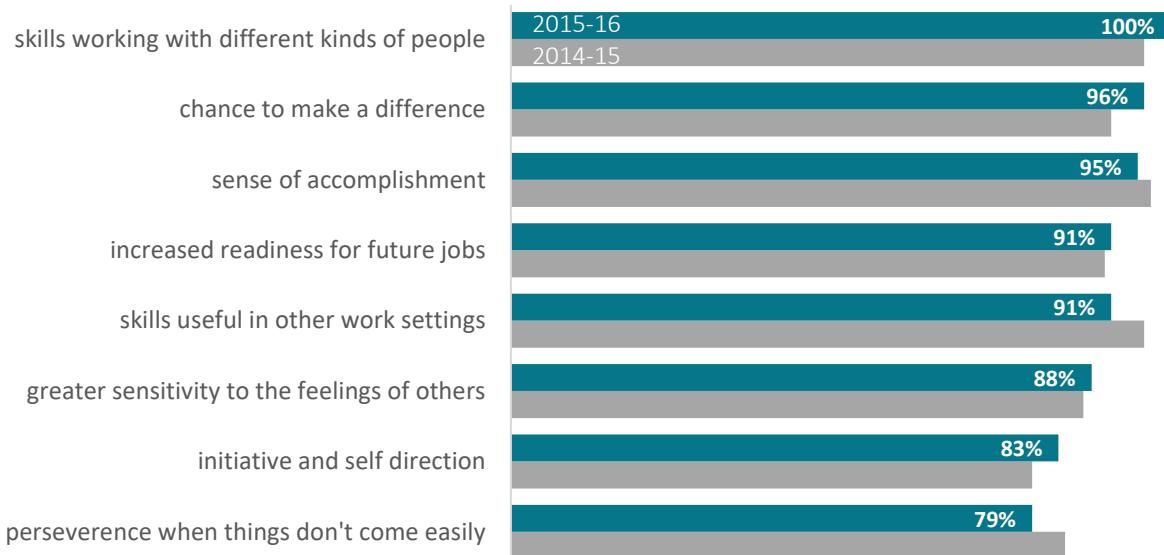
Team Read teens (reading coaches and site assistants) completed surveys to rate the ways Team Read has impacted or influenced them; some also participated in a focus group to discuss these themes. The strongest self-reported impacts were in the areas of community service, interpersonal skills, career preparation and personal development. 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.

Teens report that Team Read supports them to make a difference and prepares them to work with a variety of people.



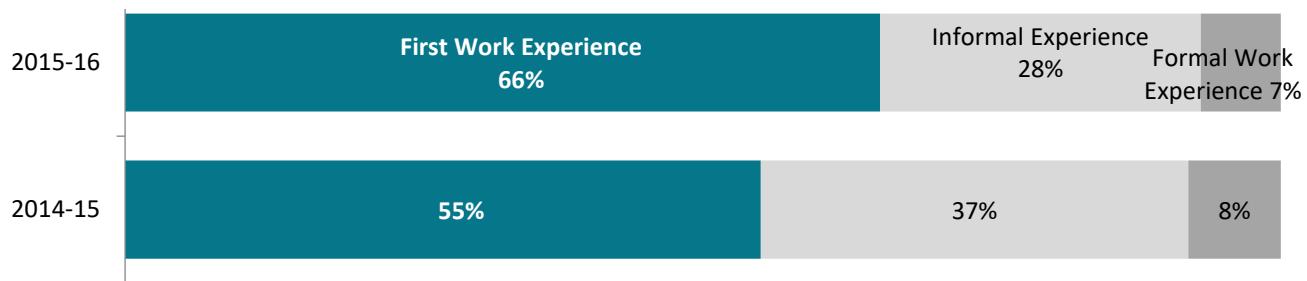
Parents also report their teen gaining workplace skills from Team Read.

They also report students gaining a sense of accomplishment.



Team Read 2015-2016 Evaluation

Team Read is a first job experience for two out of three reading coaches.



Parent Feedback about Team Read

Team Read is an excellent program for teens tutoring and mentoring young readers in a safe school environment. My teen always looks forward to Team Read days. She has learned to become more independent and confident and enjoys the challenges and rewards of the program.

The most important program impact: practice for future employment. Team Read gave my daughter a real-world experience of what it is like to be employed. She also very much enjoys working with kids and is considering whether she might like to be a teacher in the future.

Team Read promoted patience and creativity for my daughter; at her age, she's not used to teaching others so this experience helped her to troubleshoot and find ways to present the way she taught so the student would be interested and focused.

My daughter is excited to see improvement of her students which help build her own confidence. I love to hear her share her joy talking about her work and her student's progress. I can see that she is proud of her work and of her contribution to the community.

Team Read has been a great opportunity for my somewhat shy child to practice her own communication skills while helping a variety of students. I think she got great satisfaction from helping the students she worked with but also felt valued by earning money at the same towards her college tuition.

My teen gained a greater sense of responsibility for herself and others. Hard work and time management (juggling homework and other school activities) always pays off at the end. Seeing a child improve and advance in reading levels is the greatest feeling and reward. My teen has built more confidence in herself that she can make a difference and not give up when the going gets tough.

She decided to do it on her own and saw that through, whereas she had not been a particularly assertive or proactive kid in the past.

My teen learned valuable skills in managing the experience on her own, including interactions with site coordinator and the students. Earning money towards her education also gave her an extra sense of accomplishment.

Team Read 2015-2016 Evaluation

Recommendations for Afterschool Program Development

Seek better understanding of reading coach feedback regarding student reader enjoyment of Team Read

Coaches are less likely to report that student readers enjoy their time in Team Read than in past years. While tutors have always struggled with behavior management, the trend towards reporting that student readers don't enjoy reading more is relatively recent. This should be explored to understand if changes in Team Read's training, curriculum or other expectations are inadvertently contributing to decreasing amounts of "fun while reading" or understand if there are ways to maintain a focus on reading intervention while better fostering a love of reading.

My student started to hate reading every session with me because we did the same thing every day and he wasn't engaged. Although I taught him how to read better through a structured schedule, I believe that it would've been more beneficial to the student if you had a diverse amount of activities to show the student that reading can be fun. ~Reading Coach

Make it less like school. Kids are already tired of rigid rules and expectations, and making them sit still and read stuff by rote just makes them not like reading. Don't make them do drills or stuff, and don't EVER humiliate them in front of their friends because they're not as ready to read in front of them. ~Reading Coach

Address requests from subset of referring teachers who crave more communication

While satisfaction among referring teachers is high, a subset of the teachers would appreciate even more communication with Team Read. Specifically, they would like communication about the activities their students focus on during Team Read.

I'd love to see the work students are doing with their tutors so I can support that. ~Referring Teacher
[I want] feedback periodically on how a student is doing, obstacles they face, level of cooperation they have with their tutor, etc. ~Referring Teacher

It would be great to see notes from the high school student about what my student worked on and how she did at least occasionally. ~Referring Teacher

If possible, it would be helpful to have the tutors meet the teachers beforehand or the first day or something. I didn't communicate with the tutors but might have if I knew who was working with each of my students.
~Referring Teacher

Continue to encourage site coordinators to actively support reading coaches during tutoring

Like past years, coaches consistently request active support from their site coordinator. They would appreciate support with behavior management as well as guidance about how to best deliver reading instruction. While the feedback is not new, it is important that site coordinators know how much their support is valued by each new cohort of coaches.

Have the site coordinators make sure to check in with the more difficult students close to the beginning of the session. The kids are more likely to behave if they think an adult cares about how they work. ~Reading Coach
I believe we can make Team Read better by having more training (individual training) and various demonstration from site coordinator because as a student I tend to learn best when I'm observing someone else. ~Reading Coach

Maintain the new, differentiated comprehension questioning tools

This year Team Read introduced additional learning supports; guides for comprehension questions that were differentiated based on student reading level. There were developed in partnership with Seattle Public Schools staff and are aligned with Common Core grade level standards. Team Read also maintained existing

Team Read 2015-2016 Evaluation

comprehension question supports in the Power Reader Journal. Coaches had positive feedback about both, with different coaches preferring one over the other. There is value in maintaining both as resources.

Continue to seek effective, feasible reading assessments

Effective measurement of reading growth has been a challenge due to data sharing limitations with the school district, as well as persistent changes to the reading assessments used by Seattle Public Schools. Team Read has investigated assessments it could administer internally, but has not yet identified a feasible plan to pay for and implement valid assessments, given limits to resources and volunteer and staff capacity. This continues to be a fundamental challenge to the program's ability to understand its impact.

Program Accomplishments, Summer Program

Stakeholder Satisfaction

End of program surveys reveal that library partners, families of student readers, site coordinators, site assistants and reading coaches were satisfied with their experience with Team Read's summer program overall. All library partners, site coordinators and site assistants reported satisfaction this year, while 96% of coaches reported satisfaction with the experience.

Stakeholders are general satisfied with Team Read's summer program

Nine out of ten families describe Team Read as a "high quality" program



I loved forming connections with my readers. I feel that once we bonded they were more excited to read. ~Reading Coach

The Team Read staff was awesome! ~Family of Student Reader

Overall, this is an amazing program, thanks for partnering with the library! ~Library Partner

Impact on Student Readers

Time with Text

Students were offered 20-22 hours of reading tutoring through the summer program. Students read an average of 11 books and completed 19 phonics lessons with their tutor. On average, each student reader received 18 hours of 1:1 tutoring during the summer for a total of 2080 hours of tutoring delivered. About 81% of summer program participants received at least 10 hours of tutoring.

Team Read 2015-2016 Evaluation

Student Enjoyment of Reading

100% of library partners, site coordinators and assistants and 90% of families believed youth enjoyed their time spent at the program. Only 54% of reading coaches agreed with this sentiment, which is similar to last year when 62% of reading coaches reported that student readers enjoyed the program.

My daughter came home with new reading ideas. My daughter was always happy and looked forward to the Team Read days. ~Family of Student Reader

The best thing about the Team Read summer program at the library is teaching kids how to have fun while they learn, and that it is possible for learning to be fun. ~Reading Coach

Reading Skill Gains

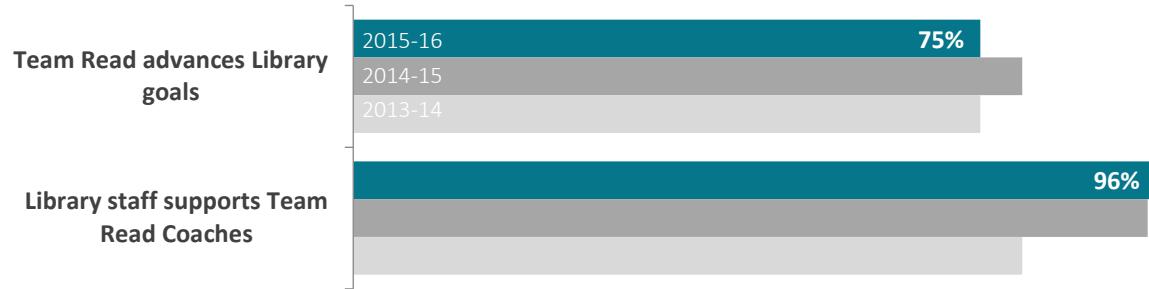
During the summer, 92% of reading coaches reported that they helped their student become a better reader and 86% of site coordinators and assistants believe that Team Read helped students maintain their reading levels.

Partnership Success - Team Read and the Seattle Public Library

Working Relationship

Seattle Public Library aims to provide services to youth and families that support youth in academic success, career readiness and life. Library partners, site coordinators, site assistants and reading coaches reported that the summer program partnership between Team Read and the Seattle Public Library was mutually beneficial and a supportive partnership.

Library partners and coaches rate the partnership as effective



*[The partnership supported the library's mission/goals because it] brought families, teens and libraries together.
~ Library Partner*

What I liked best was that my students looked forward to coming to Team Read, especially during the Library Days and that they enjoyed reading partly due to the large collection of books the library has. ~Reading Coach

I liked the very creative activities the library provided. ~Reading Coach

Library Impact on Families and Student Readers

Most Reading Coaches (88%) reported that the students enjoyed the library-led activities and all site coordinators believe the library programming enhanced the student experience. Four out of five families report a better understanding of how to utilize library resources while almost nine out of ten found the library helpful.

Team Read 2015-2016 Evaluation

Families learned about the Library as a resource



I think that a HUGE strength/benefit of the partnership was seeing that Team Read brought FAMILIES into the library, giving them a chance to become familiar with the various library programs and assorted materials for all age groups, through repeated visits over the course of the summer. This allowed the families to become familiar with the library, to feel "at home" there. They learned that they were welcomed and that they didn't have to feel overwhelmed or intimidated by the library setting. They went from being "strangers" to "belonging" as community members in "their" library, which hopefully will give them the chance to return in the future even though Team Read is over for the summer. ~Library Partner

[Another strength of the partnership was] building a relationship over time with families. ~Library Partner

Recommendations for Summer Program Development

Continue effective use of library spaces and staff expertise

Reading coaches described the learning activities lead by librarians as engaging and a highlight of the program. Additionally, this year they were happy with the program being based in the library; in past years, while the partnership with the Seattle Public Library was a success overall, it came with some challenges. The physical layout of one library branch made it more difficult to work in than others; students were distracted due to the high visitor traffic in close proximity to tutoring. Safety concerns at a different branch led to the program being moved to a nearby school site. To address this, Team Read and the Library made choices about where to place the program. This year, coaches reported no concerns about student safety. The Library and Team Read staff should keep up the good work in successfully addressing this safety challenge.

I enjoyed the positive environment that the program/library/librarians offered. ~Reading Coach

Access to a full library is much more interesting than the school year offerings! ~Reading Coach

What I liked best was that my students looked forward to coming to Team Read, especially during the Library Days and that they enjoyed reading partly due to the large collection of books the library has. ~Reading Coach

I really loved doing the library activities with students. It was really fun for both me and my students! We made a lot of memories during the library activities. ~Reading Coach

The library led activities were very engaging and close proximity to the library books provided a wide variety for children. ~Reading Coach

Create materials that support behavioral norms

Behavior management is a consistent challenge for Team Read coaches, yet the summer challenges are a bit different than those in the school year. Summer students come from a variety of schools, each with different norms. They span more age and developmental ranges than do students in the afterschool program. Finally, they do not all start the program on the same day, so there is no easy way to set behavior norms and clarify

Team Read 2015-2016 Evaluation

expectations with all students at the same time. For these reasons, consider ways that behavior expectations can be communicated to all students, regardless of the day they begin the program. This might take the form of a written contract, for example. Ensure staff provide adequate support to reading coaches who are struggling with student behavior challenges. Also, posters on the wall with clearly articulated expectations can serve as reminders and support student participation.

Create a summer-specific Power Reader Journal

Some students in the summer program completed the Power Reader Journal during the school year, while others had never seen it and were overwhelmed by the large size of the curriculum for use during a six-week program. As possible, consider creating a shortened, summer version of the Power Reader Journal that is right-sized for a six week program while providing something fresh for Team Read alumni.

Continue to problem-solve student attendance

Student attendance during the summer program has been a challenge every year. One challenge stems from initial recruitment and sign up: despite efforts to recruit students prior to program start, some students do not learn about the program until later and they are welcomed in as spots are available. Thus, the first weeks of the program are characterized by uneven student participation. Another challenge is summer vacations: students often miss days or whole weeks of the program. While some of these challenges will never go away, staff should continue to problem solve and identify ways to maximize the predictability of attendance.

Conclusions

Each year, Team Read provides a much needed reading intervention to hundreds of Seattle Public School students with reading challenges while simultaneously providing a meaningful youth development and workforce preparation opportunity for Seattle teens. Stakeholder satisfaction remains high year after year, as does the stakeholder reported impact on student readers and teen tutors.

The coming school year, 2016-2017, will bring large changes for Team Read in Seattle. Seattle Public Schools is changing the start and end time of schools, which will create new barriers to student participation and reading coach recruitment. Team Read's challenge is to maintain the high quality program if the face of these externally-driven changes to the program.

Team Read will also expand its program to a new school district, Highline Public Schools, for the first time in 2016-2017. While much of the Team Read program model will remain the same, aspects of the program will vary at the new elementary school site. In the Highline program, Team Read will, for the first time, incorporate the use of technology in to the tutoring sessions through the use of iPads and two specific applications to build students skills and assess their progress.

Effective measurement of reading growth is the greatest challenge to the evaluation, and it should be a priority. As the program seeks to expand, it is important that Team Read ensure it continues to provide a high quality intervention that makes a measureable difference in student reading skills. This measurement will not be possible without an effective assessment of reading growth.

Over the past 15 years Team Read has developed a strong reputation for delivering a quality, needed intervention for students in Seattle. As the organization embarks on its next phase of growth, Team Read has the opportunity to build on the strengths of its current programming and reach more students in need of support to achieve their reading potential.