



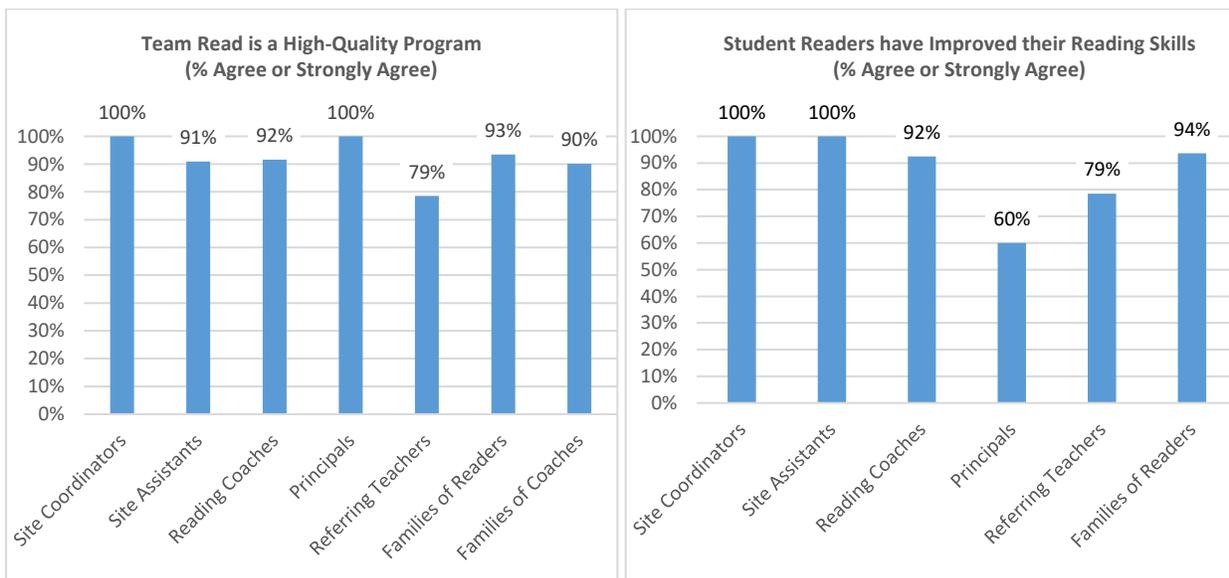
# Evaluation Highlights, 2016-2017, After-School Program

The Program mission is: “Teens tutoring kids to achieve reading success.” In alignment with the mission, students in grades 8 through 12 serve as Reading Coaches (tutors) to 2<sup>nd</sup> and 3<sup>rd</sup> grade Student Readers who are reading at least one-year below grade level. This design was intended to ensure a broad spectrum of students benefitted from the program. In the 2016-2017 school year, Team Read partnered with 10 schools in Seattle Public Schools (SPS) and launched at pilot at Hazel Valley Elementary School within Highline Public Schools (HPS).

## Program Implementation

In total, 302 Student Readers and 361 Reading Coaches participated in Team Read. Reading Coaches meet with Student Readers for one-on-one tutoring twice a week for 90 minutes in HPS and 60 minutes in SPS. Each session focuses on comprehension, fluency, and vocabulary. Most of the time is devoted to reading, with the Student Reader reading to the Reading Coach. Programming is similar across districts; however, the difference in tutoring time is a result of a schedule change in SPS.

Results from surveys show stakeholders agree Team Read is a high-quality program and contributes to reading improvements.



## Program Impact

Illuminate Evaluation Services investigated the growth of Team Read Student Readers within the 2016-2017 school year on district administered reading assessments. Within SPS, approximately 50% of 2<sup>nd</sup> grade Student Readers and 42% of 3<sup>rd</sup> grade Student readers met typical growth from Fall to Spring. The mean RIT scores for both grade levels from Fall to Spring showed significant improvement for 2<sup>nd</sup> and 3<sup>rd</sup> grade Student Readers. Within HPS, a shift occurred from the Fall to the Spring, with a lower percentage of students categorized as *Does Not Meet or Approaches Expectations*, and a higher percentage



categorized as *Meets or Exceeds Expectations*. The growth for 2<sup>nd</sup> grade students was statistically significant, while the growth for 3<sup>rd</sup> grade students was in the positive direction but did not reach statistical significance. Additionally, Student Readers taking the Highline Benchmark Assessment for reading demonstrated a 6-point improvement on percent correct during the school year, which was statistically significant. Collectively, these results demonstrate that students participating in Team Read made growth in Reading Achievement.

The use of comparison groups in each district helps to place the reading outcomes in context. Comparison groups were created within each school district comprised of other 2<sup>nd</sup> and 3<sup>rd</sup> students at Team Read schools who did not participate in the Team Read program but were matched as closely as possible to those students who did participate. While there was some variation between assessments and by grade level, the results showed that within SPS and HPS, a higher percentage of the Student Readers in both grade levels met typical growth compared to comparison group students from Fall to Spring. This was particularly apparent at the 2<sup>nd</sup> grade level. Analysis between groups from the Spring of the previous year to Spring 2017 did not show a statistically significant difference between the groups over time.

The Team Read Program is predicated on the philosophy that the Program not only benefits Student Readers, but also Reading Coaches. Interviewees agreed the Team Read program impacted Reading Coaches just as much as the Student Readers. Respondents highlighted specific benefits of participating as a Reading Coach, including gaining job experience, developing patience and problem-solving skills, learning to work with children, and giving back to the community. On the survey, 82% of Site Assistants, 87% of Reading Coaches, and 90% of Families of Reading Coaches indicated that Site Assistants and Reading Coaches developed skills they can use in other work settings, now and in the future. Comments included:

*“The Team Read program is such a great opportunity for teens to not only help kids but learn more about themselves and important skills for their future.”*

*“Team Read, I believe has been the single most influential thing that I have been a part of. ... I also feel that it has brought me closer to my community, and I learned about myself.”*

## Contextual Factors

Several contextual factors support and hinder implementation of Team Read. These include the schedule change at SPS, the strength and skill level of the Site Coordinator, and the need for metrics and benchmarks to measure and understand typical student growth.

## Recommendations

Based upon the findings of this evaluation and a literature review, we provide the following recommendations: (1) continue to build structures to support expansion; (2) provide embedded training to Reading Coaches and Site Coordinators to continue to develop their skills; (3) identify gap programming for SPS schools; (4) continue to develop benchmarks and improve data collection to assess program impact and to ensure students are making adequate growth; (5) increase the connection to the school day program; and (6) review the quantity and quality of materials, particularly for students reading at lower or higher levels.