

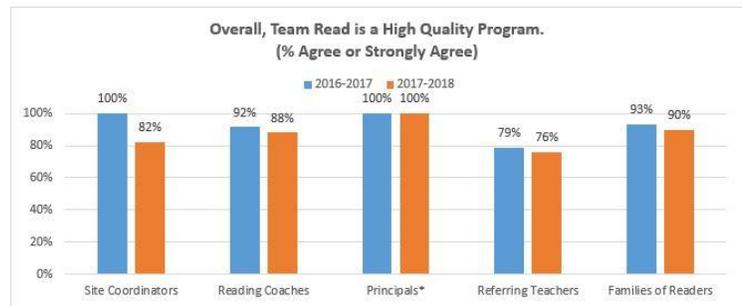
The Team Read Program mission is: “Teens tutoring kids to achieve reading success.” In alignment with the mission, teens in grades 8 through 12 serve as Reading Coaches (tutors) to 2nd and 3rd grade Student Readers who are reading at least one-year below grade level, focusing on skills that teens can reinforce to improve young readers’ proficiency. The foundational program elements include: one-on-one tutoring, teen tutors who are trained and supervised, and a partnership with the district to create clear alignment between the school day and after school program. This design was intended to ensure that a broad spectrum of students benefitted from the program and that Student Readers can access effective, free one-to-one tutoring support.

In the 2017-2018 school year, Team Read worked with 8 schools in Seattle Public Schools (SPS), 2 schools in Highline Public Schools (HPS), and 3 neighborhood programs in Seattle. Team Read targets Title 1 schools or those with high-poverty rates. Team Read’s Student Readers were 55% female, over 92% students of color/non-white, and 47% second language learners. Coaches were 77% female and more than 78% non-white (second language information not available).

Program Implementation

In total, 345 Student Readers and 265 Teen Reading Coaches participated in Team Read’s tutoring program.

Reading Coaches meet with Student Readers for one-on-one tutoring for one hour, twice a week. In some locations, the one-hour of tutoring follows a 2 hour after-school enrichment program provided by Team Read (3 locations) or others. Across programs, Team Read’s tutoring hour includes a focus on comprehension, fluency, and vocabulary, with most time devoted to the Student Reader reading authentic texts to the Reading Coach.



*NOTE: Principal data is combined for 2016-17 and 2017-18 years due to fewer than 10 principals responding.

Survey results from 2016-17 and 2017-18 show stakeholders agree Team Read is a high-quality program.

Program Impact

Student Readers

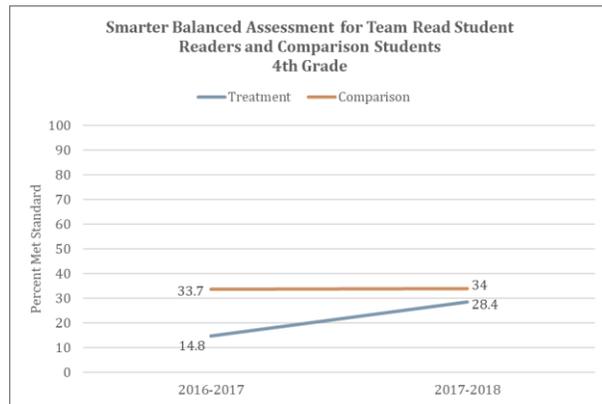
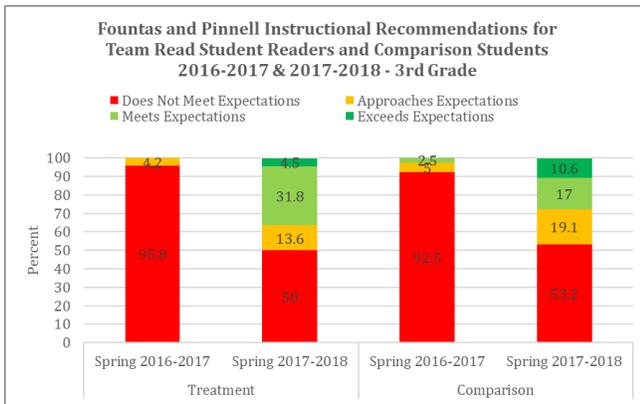
In both Seattle and Highline, 2nd and 3rd grade Student Readers made significant improvements from Fall to Spring of 2017-2018 on district administered assessments. In Seattle, the percentage of Student Readers making one grade level of growth on the Measures of Academic Progress (MAP) from Fall to Spring was 15%, while 34% made two or more grade levels of growth. In Highline, the percentage of Student Readers making one grade level of reading growth on the Fountas and Pinnell (F&P) from Fall to Spring was 55%, while 15% made two or more grade levels of reading growth. The percentage of 3rd grade Student Readers meeting standard on the Smarter Balanced Assessment (SBA), administered to 3rd graders only, increased from 2016-2017 to 2017-2018 by about 4 percentage points.

Team Read’s assessment recently adopted use of comparison groups to put reading outcomes in context. Generally, in both school districts, Student Readers and comparison group students improved significantly from Fall to Spring on district administered assessments in 2017-2018. The impact of Team Read’s intervention is

particularly evident when the analysis is controlled for students at least one grade level behind in reading or the population that Team Read is designed to serve.

For Team Read’s target population, or Student Readers who started the program about one year below grade level, about 73% made one or more grade levels of reading growth from Fall to Spring (compared to 25% of Student Readers who started the year at or above grade level).

Team Read has also started to track longitudinal performance. The percentage of third grade students meeting or exceeding expectations on the F&P improved significantly. The percentage of former Team Read participants (4th grade students who participated in Team Read in 2016-2017) meeting standard on the SBA in 2016-2017 and 2017-2018 almost doubled from 2016-2017 to 2017-2018, while the percentage of students in the comparison group meeting standard stayed the same.



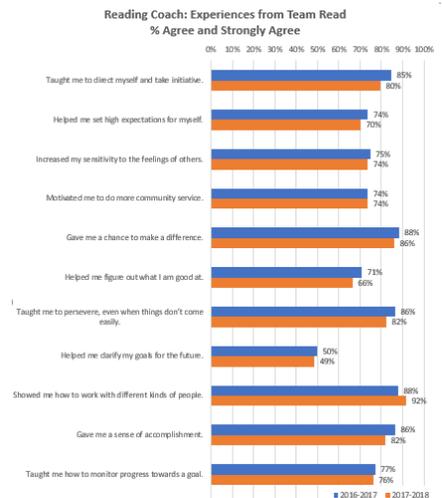
Teen Reading Coaches

“It helps me be punctual. I work with kids and other coaches, and it teaches me to work with a team. I have a team and co-workers. I’m developing work skills.”

“Personally, it helps with leadership skills and working with people of all ages. You learn how to be creative and work with all levels.”

“It helped my daughter learn compassion and perseverance, as well as giving her a broader perspective on those who live in the Seattle community. She wants to make a difference.”

The Team Read Program is predicated on the philosophy that the Program not only benefits Student Readers, but also Reading Coaches. Interview and survey results highlight several positive benefits: gaining job experience; developing leadership, patience, creativity, communication strategies, and problem-solving skills. For example, on the survey, 87% of Reading Coaches and 89% of Families of Reading Coaches indicated that teen coaches developed skills they can use in other work settings, now and in the future. Further, 90% of Site Coordinators agreed Reading Coaches gain career preparation skills by participating in Team Read.



Opportunities for Continued Improvement

To maximize impact, Team Read should continue to adhere to participant criteria and maximize contact hours through attendance and continued attention to teen training and site coordinator support. Recruiting teens who more precisely mirror the demographics of Student Readers could also possibly strengthen impact.