

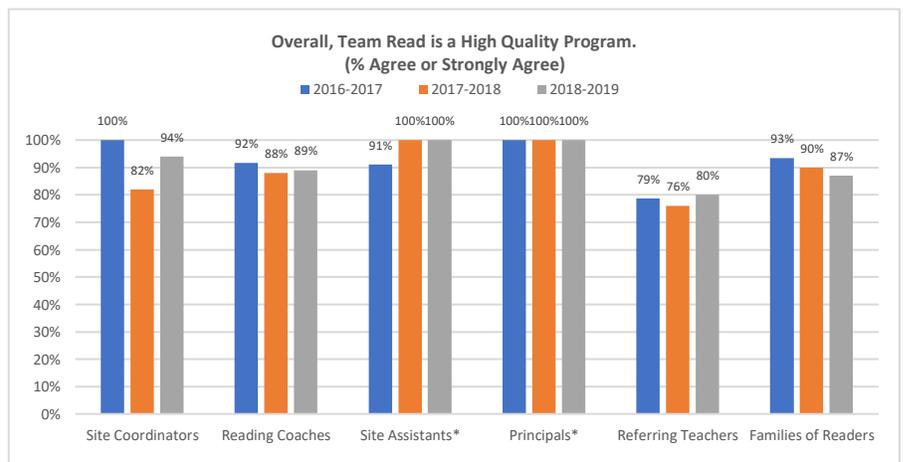
The Team Read Program mission is: “Teens tutoring kids to achieve reading success.” In alignment with this mission, teens in grades 8 through 12 serve as Reading Coaches (tutors) to 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> grade Student Readers who are reading at least one-year below grade level, focusing on skills that the teen coaches reinforce to improve young readers’ proficiency. The foundational program elements include one-on-one tutoring by teen tutors who are trained and supervised, and a partnership with the district to create clear curriculum alignment between the classroom and Team Read. This design was intended to ensure that a broad spectrum of students who can most benefit from the program can access effective, free one-on-one tutoring support.

In the 2018-2019 school year, Team Read worked with eight schools in Seattle Public Schools (SPS), two schools in Highline Public Schools (HPS), and three neighborhood programs in Seattle. Team Read targets Title 1 schools or those with high-poverty rates. Team Read’s Student Readers were 47% female, 95% students of color/non-white, and 59% second language learners. Coaches were 77% female and 89% non-white (second language information not available).

### Program Implementation

In total, 389 Student Readers and 331 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 to the Reading Coach.

Survey results from 2016-17 to 2018-19 show stakeholders agree Team Read is a high-quality program.



### Program Impact

#### Student Readers

All stakeholders reported that Team Read positively impacts Student Readers’ reading skills, as well as their confidence and mindset and behavior.

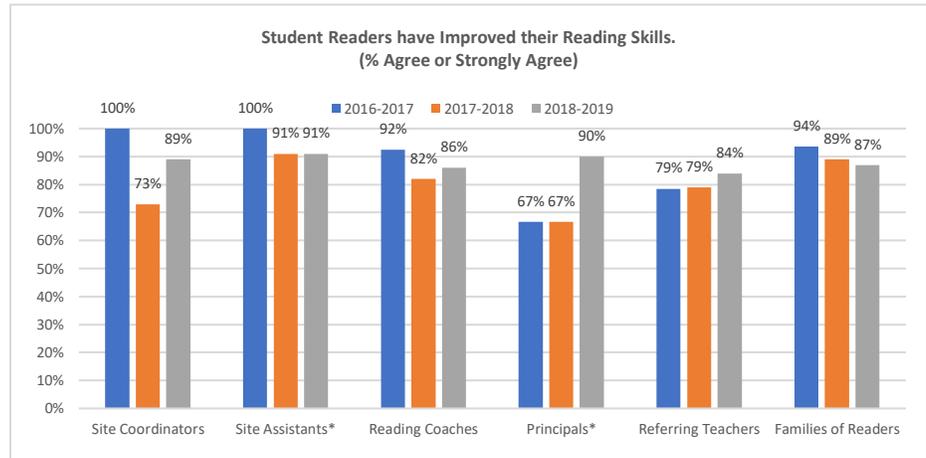
Student Readers made significant improvements from Fall to Spring of 2018-2019 on district administered assessments with a higher percentage of students categorized as “meets” or “exceeds expectations” in the spring compared to the fall. In total, 67% of all Student

*“I think it is building confidence. We talk about not only skills, but mindset. ... one-on-one support and building the relationship. It builds their reading skills and changes their identity as a learner.”*  
~Site Coordinator

*“Several students in my class who participated improved their phonics enough to advance several reading levels between fall and spring.”*  
~Referring Teacher

Readers made one or more years of Reading Growth. Student Readers who started the year below grade level made even more growth: 71% of Student Readers who started the year below grade level made one or more years of reading growth, compared to 42% of Student Readers who started the year at or above grade level.

Student Readers who attended Team Read between 21 and 35 days had the highest percentage of students at or above grade level at the end of the year. Across stakeholder groups, there was high agreement that Team Read helps to support reading improvement amongst struggling readers.



Student Readers in the 4<sup>th</sup> grade program also made significant improvements. While none of the participants were at or above grade level at the beginning of the year, 43% were at or above grade level at the end of the year.

Length in Team Read also appears important. The percentage of Student Readers who were in their first year of the program who were at or above grade level grew by 17 percentage-points to 22%, while the percentage of Student Readers in their second year who were at or above grade level grew by 31 percentage-points to 50%. In other words, a higher percentage of Student Readers in their second year of the program began and ended the year at or above grade level compared to Student Readers in their first year of the program.

### Teen Reading Coaches

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 the five social emotional learning (SEL) competencies; and helping them decide on future endeavors, such as giving back to the community and thinking about future careers. On the survey, 100% of Site Assistants, 85% of Reading Coaches, and 91% 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. This is notable given that for 49% of Reading Coaches, this was their first work experience, and for another 37% they only had informal jobs, such as babysitting for friends or neighbors.

*"This experience has been empowering. I created a sense of identity of who I am. This is an asset, and it created my path towards education. Now I want to be a teacher. I have grown more patient, more communicative, and I enjoy working with youth."*

~Reading Coach

*"I have always been an outspoken person, but Team Read helped me realize I can lead things and people will follow my example. This has given me leadership responsibilities, and now I have signed up for the Advisory Board."*

~Reading Coach