Team Read

2014-2015 Evaluation Highlights

September 2015

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MEMconsultants

Team Read 2014-2015 Evaluation

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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 16,000 elementary and 8th through 12th grade students, primarily through matching teen reading coaches with 2nd and 3rd grade student readers.

2014-2015 Afterschool Program

During the 2014-15 school year, Team Read partnered with eleven elementary schools and supported 383 reading coaches (approximately 160 returning coaches) to serve 335 student readers. Teen reading coaches met with their student reader, 1 on 1, twice a week after school. A total of 11 experienced reading coaches filled the youth leadership role of site assistant. Classroom teachers referred students who were behind in reading to the program. The largest change to the program during the 2014-15 school year was the addition of phonics lessons as part of the curriculum.

2015 Summer Program

During the summer of 2015, Team Read partnered with the Seattle Public Library to prevent summer learning loss. The program met four days a week for six weeks at four library branches. Through this program, 43 teen tutors worked with 115 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. Observations revealed that a large percentage of the students came from homes where English was not the primary language spoken. The largest change to the program during 2015 was a shift in schedule to complement summer school programming, and a doubling of program length from one to two hours for student readers.

About the Evaluation

Data Collection Plan

MEMconsultants was contracted by 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. Also, 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.

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Data Sources

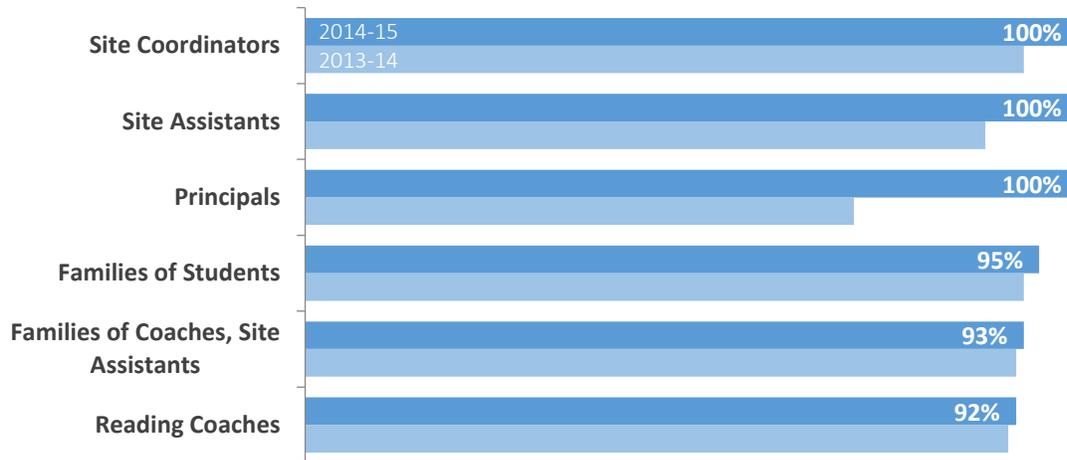|	# Collected	Response Rate
READING SCORE DATA		
Pre/Post Teachers College Reading Assessment (Afterschool)	278	83%
STAKEHOLDER SURVEYS – AFTERSCHOOL PROGRAM		
Reading Coaches	231	60%
Site Assistants	8	73%
Site Coordinators	12	86%
Referring Teachers	23	27%
Principals	5	46%
Families of Student Readers	59	18%
Families of Reading Coaches & Site Assistants	76	26%
STAKEHOLDER SURVEYS – SUMMER PROGRAM		
Families of Student Readers	42	37%
Library Partners	5	100%
Reading Coaches	35	81%
Site Coordinators & Site Assistants	8	100%
OBSERVATIONS		
Afterschool Tutor Training Sessions	2 observations	-
Summer Program	3 observations	-
INTERVIEWS		
Family Afterschool and Summer Program Interviews	50	-
Tutor Summer Program Interviews	14	-
FOCUS GROUPS		
Reading Coach Focus Group (Afterschool Program)	2 focus group	-

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Program Accomplishments, After School Program

Stakeholder Satisfaction

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

All stakeholder groups are more satisfied this year, compared to last

	2014-15
Site Coordinators	100%
Site Assistants	100%
Principals	100%
Families of Students	95%
Families of Coaches, Site Assistants	93%
Reading Coaches	92%

Referring teachers were not asked a survey question rating overall satisfaction with the program; such a survey item should be added to future referring teacher surveys.

I liked how enthusiastic my kids became about reading. The reluctant readers became really enthusiastic during readers workshop and read aloud and have started to contribute more to class discussions. It has had a clear impact on their confidence. ~ Referring Teacher

What I liked the most is that Team Read has helped my child improve on her performances at school and at home. ~ Family of a Student Reader

Being a tutor gave my son the positive experience of seeing the result of mentoring and partnership. It boosts his self-esteem knowing that he was able to help his "student" learn to love reading. It also taught him to be more responsible, that he would have to work to earn money. Our family are thankful that our child was given the opportunity to have this tutoring job. ~Family of a Coach

The Team Read concept is amazing.....It should continue with all of the present activities.~ Site Coordinator

I made good friends with a number of the tutors, and I loved being with them and giving them advice, but what really made my experience at Team Read so amazing was the students. ~ Site Assistant

Team Read is fun and can really make me feel like an active member of the community. Thanks! ~Reading Coach

I love that Team Read delivers literacy service to high poverty students of color who have not traditionally been successful in public schools. ~Principal

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Impact on Student Readers

Time with Text

This year, Team Read introduced phonics lessons to the curriculum and Team Read participants completed a total of 6,925 phonic lessons. Team Read students read over 11,508 books, usually three times each (compared to last year's 17,700 – the decrease is attributed to time allocated to

Average Books Read Per Student	
2014-15	47
2013-14	60
Average Site Word Levels Gained	36 / 30
Average Phonics Lessons Completed	30

phonics lessons). Student readers also achieved over 8,618 new sight word levels (compared to 10,700 last year) during the school year. This averages 47 books read, 36 sight word levels gained, and an average of 30 phonic lessons completed per student. Three out of four families report their child reads at home more often as a result of Team Read, which is consistent with last year.
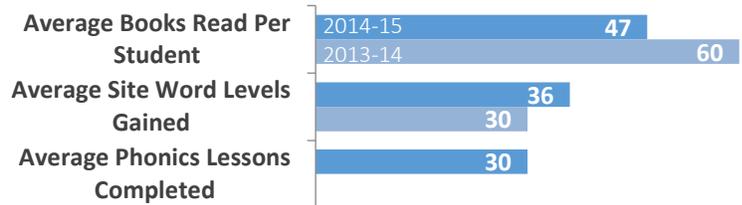
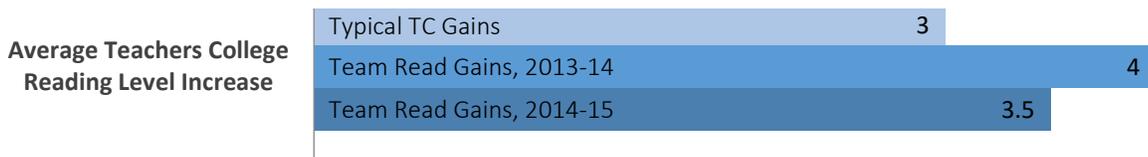**Reading Skills, Measured by the Teachers College Assessments**

To assess reading skill development, Team Read examined the fall and spring Teachers College (TC) scores of regularly attending students[1] (whose teachers shared those scores).

The typical student reader entered Team Read reading at level H, with the typical 2nd grader at level F and the typical 3rd grader at level J or K. This is very similar to the previous year (although a little higher), when the typical student reader entered at level G, with the typical 2nd grader at level F and the typical 3rd grader at level I.
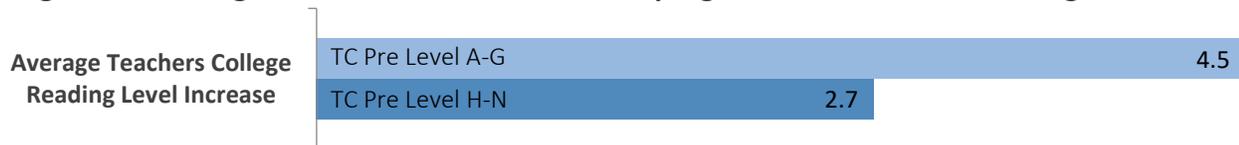
The average Team Read student gained 3.5 TC levels, which is at the high end of the range of what is expected from a typical reader.[2]

Team Read students gain reading levels similar to grade level norms.

Average gains were not as great this year as last year.

Average Teachers College Reading Level Increase	
Typical TC Gains	3
Team Read Gains, 2013-14	4
Team Read Gains, 2014-15	3.5

TC gains are strongest for students who enter the program most behind in reading.

Average Teachers College Reading Level Increase	
TC Pre Level A-G	4.5
TC Pre Level H-N	2.7

TC gains are greater for 2nd graders than 3rd graders.

Average Teachers College Reading Level Increase	
2nd graders	4.1
3rd graders	2.6
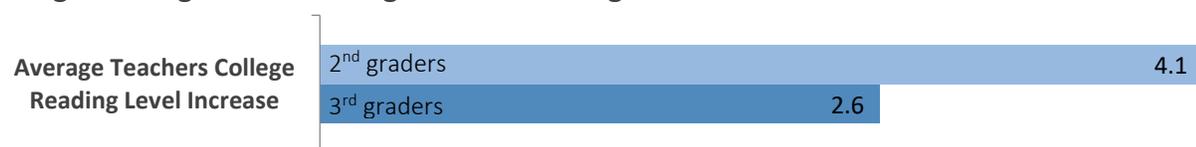
[1] Regularly attending students are defined as those attending 22 or more sessions during the school year. Pre and post program TC scores were available for 262 students who attended at least 22 sessions.

[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 Skills, Observed by Educators and Families

Principals and families credited improvements in student reading skill to Team Read.

Stakeholders agreed that Team Read supports reading skill development

Families	2014-15	**95%**
	2013-14	
Site Coordinators		**93%**
Referring Teachers		**70%**

Reading Enjoyment

All stakeholder groups – families, principals, referring teachers, coaches and site coordinators – reported that Team Read student readers gain increased enjoyment from reading.

Stakeholders reported Team Read increases reading enjoyment

Site Coordinators	2014-15	**92%**
	2013-14	
Families of Student Readers		**84%**
Principals		**80%**
Referring Teachers		**74%**
Reading Coaches		**68%**

I enjoyed watching my tutee grow into a better reader and most importantly, enjoy reading. ~Reading Coach

95% of my students in Team Read made improvement in reading fluency and comprehension. ~ Referring Teacher

I think it is important for young people to work with other young people who are excited about reading ~Principal

Students grow as readers, and in their love of reading, as they develop bonds with high school mentors. They ask me, "Is it Team Read today?" constantly, and ask about their tutors years after they've graduated from Team Read. The impact is significant. ~ Site Coordinator

My Son's reading skills, and comprehension improved dramatically. ~Family of Student Reader

I believe Team Read has definitely made a significant impact on the students' comprehension, accuracy, fluency, and vocabulary. All students have improved their reading levels. ~Referring Teacher
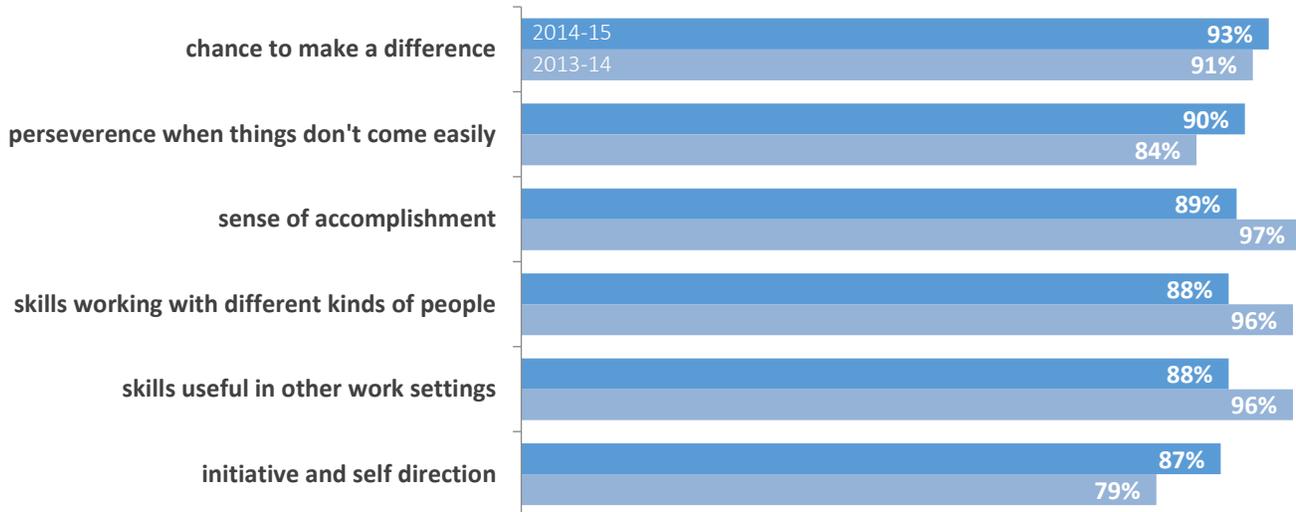
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Impact on Teen Reading Coaches and Site Assistants

Team Read teens (206 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. Seventy-six 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 and parents reported Team Read's impact on coaches' personal development.
This most frequently reported impacts are listed in this chart.

	2014-15	2013-14
chance to make a difference	93%	91%
perseverence when things don't come easily	90%	84%
sense of accomplishment	89%	97%
skills working with different kinds of people	88%	96%
skills useful in other work settings	88%	96%
initiative and self direction	87%	79%

Community Service

- 93% of reading coaches and site assistants reported their roles gave them a chance to make a difference. This was even higher than the high rating in the previous year.

- 91% of families agreed that Team Read their child had a chance to make a difference and nearly 80% agreed that this job motivated their teen to do more community service.

What I liked about my experience with Team Read is helping young children develop skills needed for a better/good life. ~Reading Coach

I liked that my daughter was getting some community service experience, and that I did not need to transport her after school. She seemed motivated to fulfill her commitment and followed it through. ~Family of Reading Coach

I liked helping the kids improve, hanging out with them and trying to make them better people. ~Reading Coach

I loved the fact that she was able to serve her community. This experience allowed my daughter to experience the frustration that parents and educators experience with unmotivated students. My daughter sought out ideas to engage her student. She took the time to have a dialogue with her student, in order to know her students interest. ~Family of Reading Coach

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Interpersonal Skills

- This year, 88% of coaches agreed that being a reading coach showed them how to work with different kinds of people and 78% of coaches agreed that their role as a reading coach increased their sensitivity to the feelings of others. These ratings are lower than those gather during the previous year.

I learned how to communicate with kids better and to have patience, to be encouraging and positive. ~Reading Coach

I think she has benefited from an increased empathy for people's different learning paths, a sense that she can help make a difference, and an understanding that it is not enough to have a desire to teach but one must also have the knowledge and skills to make the instruction effective. Making a difference can be rewarding but it isn't easy. ~Family of Reading Coach

I used the skills I learn at Team Read in my house and at school, like coming in contact with others made it easier for me to socialize at school. ~ Reading Coach

I was able to learn to be more patient and take others perspectives into consideration. ~Reading Coach

Career Preparation

- Similar to last year, 88% percent of coaches agreed that their work with Team Read gave them skills they can use in other work settings, now or in the future.
- 85% of the coaches indicated that Team Read is their first formal work experience, while a higher percentage of parents report this is the case for their child.

9 out of 10 parents report Team Read is the first formal job their teen has held

First work experience	55%
First formal work experience	37%
Not their first formal job	8%

- Almost all (96%) families agreed that Team Read has given their child skills they can use in other work settings (compared to 89% in 2014). Most families (90%) noted an increased readiness for future jobs as a result of their teen's role as a Team Read coach or site assistant.
- When asked what they liked best about Team Read and what they felt their child most gained from the experience, families praised and were appreciative of the work experience and work related skills their child was able to practice in the Team Read environment.

I gained a lot of work experience and learned how to control my feelings even when I'm tired and have to deal with my student. ~Reading Coach

I applied for a job this summer and put Team Read down as my experience; the person who was hiring me knew of the program and got excited. ~ Reading Coach

She can start her savings for college and it is a great working experience. ~Family of Reading Coach

It gave my daughter an experience she can carry all her life. She is the second oldest. And loves kids. She really loved working with younger kids doing what she loves and getting a paycheck. ~Family of Reading Coach

What I like most about Team Read is that it supports two ends of the spectrum in a school system--young kids with an interest and desire to get better at reading and older students with a job opportunity to work with younger kids and help them develop. It is a win-win. ~Family of Reading Coach

Personal Development

- For 90% of tutors, Team Read taught them to persevere even when things don't come easily.
- When asked what they liked best about Team Read, almost half of families cited their child's personal development as the greatest program benefit.

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

Team Read gives kids that are tutors the opportunity to not only help kids that need the extra help but it builds self-growth. ~Family of 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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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. While library partners reported 100% satisfaction this year and families reported 95% satisfaction, reading coaches only reported 85% satisfaction (compared to 100% last summer).

Stakeholders were generally satisfied with Team Read's summer program.
Coach satisfaction decreased this year, compared to last.

Library Partners	2014-15 **100%** / 2013-14
Families of Student Readers	**95%**
Site Coordinators & Assistants	**87%**
Reading Coaches	**85%**

The best thing about the summer program has been watching the kids grow as readers and make lots of new friends through the program. ~Reading Coach

The best part of the program is the atmosphere. It was so nice and encouraging for my kids to come into smiles. ~Family of Student Reader

Parents seemed very pleased and they kept bringing their children, which is the highest compliment. ~Library Partner

I really enjoyed helping students with their reading so they are able to go back to school with better reading skills and better reading level. ~Reading Coach

Impact on Student Readers

Time with Text

On average, each student reader received 16-18 hours of 1:1 tutoring during the summer for a total of 2080 hours of tutoring. This is a significant increase compared to last summer, when students received an average of 10-12 hours of tutoring each for a total of 1380 hours of tutoring. About 85% of summer program participants received more than 12 hours of tutoring.

Student Enjoyment

100% of families, library partners, site coordinators and assistants believed youth enjoyed their time spent at the program. While 88% of site coordinators report an increased enjoyment in reading for students over the summer program, only 62% of reading coaches agreed with the sentiment.

Reading Skill Gains

During the summer, 86% of reading coaches reported that they helped their student become a better reader and 88% of site coordinators and assistants believe that Team Read helped students maintain their reading levels.

Studies show that the *summer slide*—summer achievement loss—is especially noticeable in reading. A lack of access to reading materials at home puts low-income students, or English Language Learner families at a disadvantage over their peers—resulting in an average loss of more than two months of reading achievement over the course of just one summer.[3] The accumulation of not reading during the summer months means that by the end of fifth grade, elementary students on average will lag two years behind their book-reading peers.[4] Team Read's program model provides students with access to reading materials and one on one support from reading coaches.

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.
These ratings are improved since the previous year.

Team Read advances Library goals	2014-15 — 80%
	2013-14
Library supports Team Read coaches	95%

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[3] Johns Hopkins National Center for Summer Learning (1982). "Beginning School Study".
[4] Cooper et al. (1996). "The effects of summer vacation on achievement test scores: A narrative and meta-analytic review." *Review of Educational Research*, no. 66, pp. 227-268.

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Team Read and the Library are well aligned in their goals to increase literacy skills in early learners, build rapport and support families, as well as giving teens an opportunity to gain skills and give back to their communities. I believe both organizations have an increased value when they work together. ~Library Partner
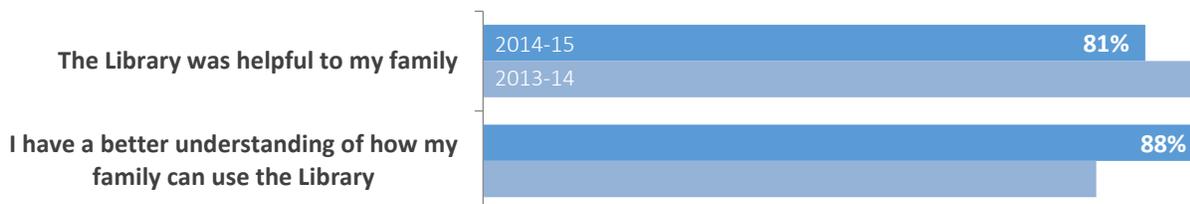
This was an amazing partnership. ~Library Partner

The Library is committed to "contributing to the education of Seattle's youth" by offering programming, materials and resources. Team Read provides all three: educational instruction, access to age-appropriate educational materials suited to each student's personal level (for younger students) and a chance to serve in a mentoring capacity (for older students)--plus, under the leadership of Seattle Public Schools, Team Read helps fulfill the Library's vision of working in partnership with other community organizations and agencies. ~Library Partner

Library Impact on Families and Student Readers

Most Reading Coaches (91%) 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 found the library helpful and 88% report a better understanding of how to utilize library resources.

Families learned about the Library as a resource.

	2014-15	2013-14
The Library was helpful to my family	81%	
I have a better understanding of how my family can use the Library	88%	

The best part of the summer program was the interaction with the librarians and the activities they provided. It engaged and motivated the student readers to read more. ~Site Assistant

The collaboration with the librarians was excellent and provided exciting learning opportunities for the students and tutors. ~Site Coordinator

The best about this summer program I think is doing the library-led activities. It was new and exciting to the students. I enjoyed it most getting engaged and more connected to my reader. ~Reading Coach

Team Read and the Seattle Public Library have supported my family's reading at home. ~Family of Student Reader

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Recommendations for Program Development

After School Program

Nature of Population Served and Expectations

Parents of reading coaches were more likely to bring up concerns about challenging student readers than in past years.

- Consider ways to better manage family and coach expectations about the nature of the program and the typical behaviors of students who struggle to succeed in school.
- Communicate the norms associated with fulfilling Team Read's mission to coaches and their families during the application process, after a coach is offered the position and in tutor training.

Coach Training, General

Site assistants and site coordinators praised the changes to coach training introduced this year but coaches and site coordinators still agree that more time is required to cover the material in the training. Some returning coaches noted that their training is redundant each year.

- Take the advice of one site coordinator and *"continue ramping up the training for the high school students."* Identify ways to increase the amount of time for coach training.
- Improve the training for coaches who join mid-year.
- Consider developing an advanced training for returning coaches that goes into more depth than time allows during the first year, while skipping topics that do not need to be repeated.

Coach Training, Behavior Management

This year, coaches felt more supported by their site coordinators than in years past. But like past years, there is a consistent request for more coach training in behavior management and working with challenging students. Coaches and site assistants want to learn more techniques and strategies for being assertive and keeping their students on track. Even from their more distant vantage, principals and referring teachers suggest more coach training.

- Seek an outside expert to design and/or deliver training for coaches and site assistants in behavior management.
- Consider the pros and cons of adopting a PBIS (Positive Behavioral Intervention and Supports) approach, as it would align with the behavior management approach used in more and more Seattle Public Schools. A consistent approach may support student readers to cooperate. It could also increase access to professional development for coaches by giving them the opportunity to learn from or with SPS teachers.
- Provide feedback to the site coordinators around their initial successes supporting coach behavior management, and let all site coordinators know that coaches and site assistants still need support in this area.

Updated Instructional Strategies and Materials

Site coordinators provided very positive feedback about the new Power Reader Journal and phonics exercises. But both site coordinators and coaches also agree that the phonics lessons were more appropriate for beginning readers and less appropriate for more advance Team Read students. Reading coaches also require more training on the new materials and strategies.

- Enhance the training provided around reading instruction strategies and activities.

- Consider appropriate approach to phonics with advanced readers and add that information to initial trainings.

Coach Attendance

Some site coordinators struggled with coach attendance. One site coordinator suggested increasing the pool of coaches so that the dismissal policy can be easily enforced, while another suggested improved tracking as a means of holding to the dismissal policy.

- Communicate with site coordinators the challenges associated with coach recruitment and retention and the efforts and expectations already in place to address their coach attendance concerns.
- Reflect on the attendance policy to ensure it is one that can be upheld and then follow it consistently, across all sites.

Games and Activities

A dominant theme in coach feedback is the desire to provide students more time to play reading games and engage in other learning activities. Like last year, reading coaches sympathize with how tired and "burned out by school work" their students are by the time they arrive. Returning coaches recall the effectiveness of games that were introduced last year, and want them brought back. Although program planners indicated that games were introduced in April, coach surveys suggested that games were not introduced at all sites.

- Incorporate use of the games into the regular program routine, rather than as a special activity for the end of the year. Provide clear instructions for delivery and frequency (with consideration of the differences between large group activities such as bingo, for example, vs. games that are played in pairs at the discretion of the reading coach).

Parent Communication

In general, families of student readers indicate that they are generally satisfied with the level of communication they get from Team Read. Only six parents of coaches/site assistants (8%, compared with 18% last year) used the survey to indicate dissatisfaction with their level of communication with Team Read. That said, a subset of student reader families would appreciate more direct communication about student progress. All parents interviewed indicated they would like reading resources they can use at home with their child, such as bilingual books

- Like past years, parent continue to request more information about how they can support Team Read's work at home and progress reports are not new. Team Read should continue to consider how to provide these materials, given staff capacity. Consider if mid-year referring teacher reports could be efficiently reformatted as student progress reports for parents.
- Consider a link on the Team Read website that has appropriate book lists for different reading levels that parents and guardians can refer to.
- Consider if site assistants can play a role in increasing written or verbal communication with families.

School Day - Team Read Communication

Most survey ratings by referring teachers were less positive this year, compared to last. Some expressed appreciation for the mid-year reports, while others expressed interest in more detailed or frequent reports from Team Read. One of the five principals surveyed expressed dissatisfaction with the level of communication with Team Read; this is an improvement compared to the prior year, but also identifies this is still an opportunity for improvement. Site assistants expressed interest in better communication with classroom teachers as well.

- Build on the initial successes with mid-year teacher reports. Communicate that these reports provide an opportunity to correct misinformation as well as open the door for more specific or detailed conversations between the reading coach and classroom teacher.
- Consider facilitating a structured time for coaches and referring teachers to talk. Perhaps host a referring teacher open house day, with time for coaches and referring teachers to talk without student readers present.
- Follow through with plans to providing school-specific evaluation reports for principals during the summer or early September, even if those reports lack reading score data beyond the TC scores reported by teachers.

Common Core Alignment

For the first time, referring teachers cited alignment with Common Core in their feedback to Team Read.

- Proactively share with referring teachers the way Team Read aligns and supports Common Core standards.
- Consider ways materials can further align.

Computers

Site assistants struggled with computer functionality.

- As computer use will increase with the introduction of the Scholastic Reading Inventory, Site Assistant complaints about computers are likely to rise. Keep your eyes peeled for funding opportunities for Team Read computers and mobile internet access.

Summer Program

Communication with Staff

Site coordinators, site assistants and reading coaches all requested improvement to communication before and during the program. Reading coaches requested better communication regarding training and scheduling. Site coordinators and site assistants wished for more information regarding SRI testing and student enrollment. It should be noted that library partners were satisfied with communication with Team Read during program delivery, but would have appreciated more information on the front end to be able to better prepare the summer program**.**

- Take steps to improve communication with staff in future summers.

Resources for Families

Families desire more information around their child's reading level, as well as resources and activities to take home so that they can support their child outside of Team Read.

- Create a link on the Team Read website where parents can access information about resources and reading suggestions.
- Collaborate with librarians to set out book options organized by student reading level that families can check out.

Instructional Material

Reading coaches noted that for students that participated in Team Read during the school year, the power reader journal was repetitive.

- Offer a greater variety in power reader journal activities and book options that could help student learning.

Games and Other Breaks in Format

While coaches liked having more games, they still wanted more of a variety for different reading levels. Also, two site coordinators felt that training and access was necessary for games to be utilized appropriately. Coaches felt strongly that snacks and small breaks could improve the summer program.

- Provide a specific games training or worksheet which explains what games are relevant to each reading level.
- Provide games for each reading level.

Library Spaces and Safety

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. In contrast, two other library branches were relatively ideal settings for the program.

- Avoid delivering the program in high traffic library spaces and seek branches with dedicated meeting rooms, other semi-private areas or a physical layout that allows for minimal distractions within the tutoring area.
- Consider other ways to bolster the safety of tutoring pairs in public spaces.

Conclusions

Each year, Team Read provides a much needed tutoring service to large numbers of Seattle Public School students with reading challenges while simultaneously providing a meaningful youth development and workforce preparation opportunity for Seattle teens. In 2015, a growing summer program increased the reach of Team Read to over 16,000 students. Stakeholder satisfaction remains high year after year, as does the stakeholder reported impact on student readers and teen tutors.

Team Read faces the difficult challenge of maintaining its high quality programs while staff size shrinks and programming grows. This year, evidence of the stretched staff appeared in the form of repeated requests for improved communication. Both teachers and principals asked for more direct communication about shared students, while parents of coaches desired more information regarding the program delivery. Summer program site coordinators and site assistants desired more communication regarding program logistics. The summer program also experienced a drop in coach satisfaction compared to the previous year, with coaches requesting better communication from program managers regarding training and schedule.

Effective measurement of reading growth has also 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. Moving forward, Team Read is going conduct its own assessments during the school year using the Scholastic Reading Inventory. While there are good reasons to take on this additional task, it is likely going to be a significant added demand on full time program managers and on-site program deliverers. Organizational leadership should seek ways to increase staff capacity or decrease the demands on staff in other areas to ensure that Team Read's program quality can be maintained and priority areas are addressed.