



Evaluation Highlights, 2016-2017, Summer Program

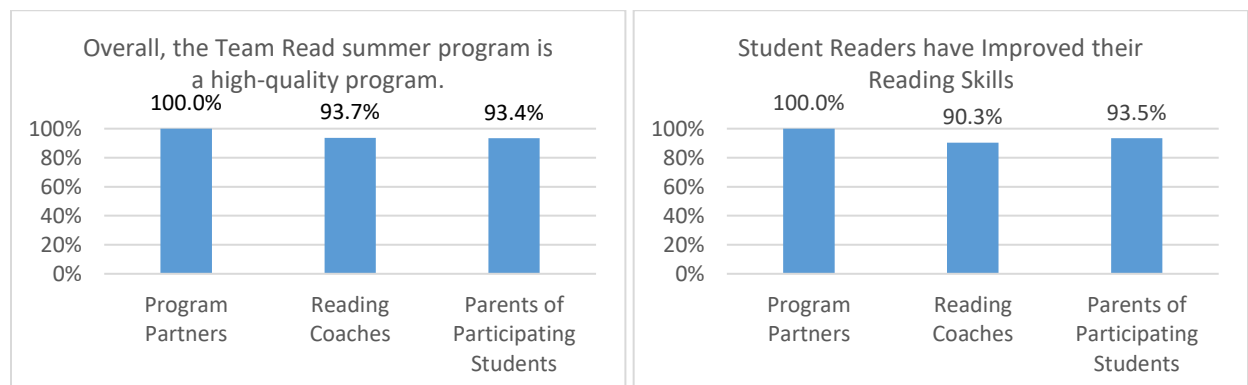
The Team Read Summer Program began in 2012. Program leaders initiated the summer program after recognizing that there was a dearth of summer programs in the Seattle area. The goals of the program include: (1) Prevent summer reading loss, (2) Provide year-round programming for Team Read Student Readers, and (3) Engage in partnerships with the community and parents.

Program Implementation

The Team Read Summer Program was offered across six sites, with 143 Student Readers and 98 Reading Coaches participating, for one month. The Team Read Summer Program is located in three libraries (Douglass Truth, New Holly, and Rainer Beach), two elementary schools (Hazel Valley and Martin Luther King), and one community center (South Park). In all programs, except Martin Luther King, students attend two days a week (Monday/Wednesday or Tuesday/Thursday) for two hours. Martin Luther King is a pilot, and students attend the Seattle Public School's Summer Staircase Program in the morning, then they have a short lunch break, and in the afternoon, they attend Team Read for 2.5 hours. This program occurs five days a week. Each program targets 2nd and 3rd grade students who are reading below grade level. The programs are not school specific, so students from other neighboring schools can participate. If there are open slots, students from other grades can attend, and the programs have students ranging from kindergarten to 5th grade.

The program model is fairly consistent across sites. Students have approximately 15 minutes of team-building, 45 minutes of one-on-one reading, 15 minutes for a read-a-loud, 15 minutes of sight words, 15 minutes for reflection, plus additional time for library-led activities or other fun activities. Across all programs, there is a component to support a home connection. Occasionally, Team Read Student Readers receive books, which they can keep. They can also check out books through Team Read or the library, and they accrue points by reading these books at home and receive small prizes. Respondents noted that the summer program incorporates more time for reading, bonding, and purposeful fun in comparison to the after-school program. This is in alignment with evidence-based practices, which suggest that summer programs should feel different from a typical school day.

Survey results were very positive and indicated a high level of support for the Team Read Summer Program. Survey results show that communication is strong, program staff is helpful, and respondents believe the program is impacting students' reading achievement. Most survey respondents agree the Team Read Summer Program is high quality and that Student Readers have improved their reading skills.





Program Impact

Illuminate Evaluation Services investigated the growth of Team Read Student Readers in the 2017 Summer Program district administered reading assessments. Generally, results show that Student Readers in both school districts participating in the summer program made statistically significant improvements from Fall 2016 to Fall 2017 on district reading assessments. No statistically significant improvements were present for Students Readers in either district from Spring 2017 to Fall 2017. Further analysis compared Student Readers participating in summer programming to comparison groups in each district. In Seattle, Student Readers and comparison group students both made statistically significant improvements on a district reading assessment from Fall 2016 to Fall 2017. Similarly, in Highline, the analysis showed both groups made statistically significant improvements on a district reading assessment from Fall 2016 to Fall 2017, and summer participants improved at a greater rate than comparison students. Results for this analysis should be interpreted cautiously due to the small sample size in Highline.

Next, we examined any differences in reading assessment improvement based on program dosage (i.e. school year only participant, summer participant, participant in both programs). Both school districts showed the same pattern, with all groups showing improvement from Fall 2016 to Fall 2017, but no significant improvement differences were detected between the groups. Finally, researchers looked at whether there were differences between Seattle summer participants who were in the pilot program, compared to summer participants at non-pilot sites. Once again, improvements were significant for both groups from Fall 2016 to Fall 2017, but no significant differences existed by group.

Contextual Factors

Interview and focus group participants identified several contextual factors that influence implementation of the Team Read Summer Program. These include estimating the number of Reading Coaches needed to staff the summer program, transportation, duration and intensity of the Program, and isolated student behavior.

Best Practices

The Team Read Program model was developed based on evidence-based practices, and the practices identified during the school year remain as best-practices during the summer program. These include: one-on-one tutoring, tutors that are well-trained and supervised, and a partnership with the district to create alignment between the school day program and the Team Read Program. There were also effective practices in place that align with summer programming research (Terzian, Moore, & Hamilton, 2009). The two practices include: developing community partnerships and making the learning fun.

Recommendations

Based upon the findings of this evaluation and a literature review, we provide the following recommendations: (1) identify transportation options; (2) address duration and intensity issues; (3) differentiate programming by district; (4) address student behavior concerns; and (5) increase parent involvement.