



TEAM READ: SCHOOL YEAR PROGRAM

Excerpts from the Evaluation Report: 2021-2022



Team Read

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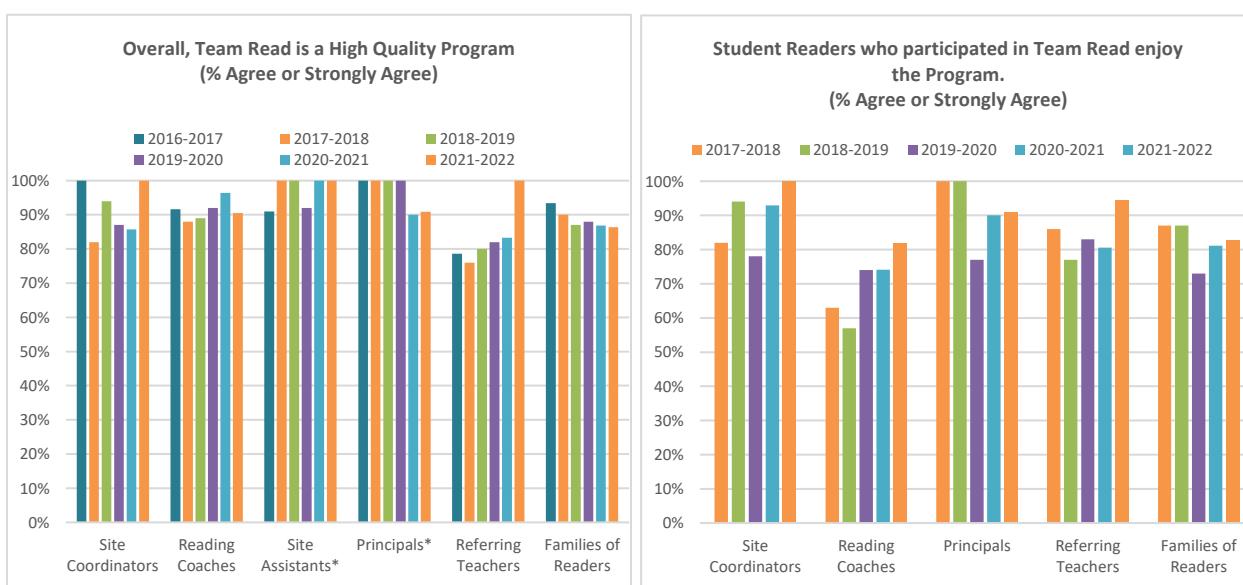
EXECUTIVE SUMMARY

Team Read was established in 1998 as an after-school reading support program. The Program initiated from a philanthropic donation from Craig and Susan McCaw to partner with Seattle Public Schools (SPS) to develop a unique program designed to support struggling readers and close the opportunity gap for low-income students using evidence-based practices. In 2021-2022, Team Read expanded to include students from an additional school in Highline Public Schools (HPS; 3 total), one school in Renton School District (RSD), 20 schools in SPS, and all 3 elementary schools in Tukwila School District (TSD). The new districts are sometimes referenced as the Expansion Districts in this report.

PROGRAM IMPLEMENTATION

Team Read's mission is: "Team Read propels students to become inspired, joyful readers and teens to become impactful leaders, ready to succeed in school and life, building stronger communities for all." Team Read's vision is: "We envision equitable learning communities that nurture and celebrate the strengths of young readers and teen leaders, and where every student gets the support they need to thrive." In alignment with this mission, students in grades 8 through 12 serve as Reading Coaches (tutors) to 2nd through 4th grade students. This dual-impact model helps students reading below grade level become confident readers and helps teens develop work and life skills.

Program Leaders differentiated the support and the model based on districts' needs, priorities, and COVID protocols. Given the pandemic and parental/principal preference, SPS continued with the fully remote model, with both Students Readers and Reading Coaches using video conferencing to connect. HPS implemented a hybrid model, with Student Readers attending in-person supported by a Site Coordinator, while the Reading Coaches provided virtual tutoring by on-line connection. RSD and TSD implemented in-person programming for Student Readers and Reading Coaches. Program leaders continued to offer professional development to Site Coordinators, Site Assistants, and Reading Coaches, and offered youth development opportunities for teens. Survey results reveal a strong level of support for Team Read. Results show that respondent groups believe Team Read is a high-quality program and that Student Readers enjoy the Program (see Figures below).



IMPACT

Stakeholders noted that while Team Read has a positive impact on reading, Student Readers also demonstrate improved confidence, growth mindset and develop positive peer support. Notably, Student Readers reported that they can read more challenging books by the end of the year.

Attendance. For the last three years, attendance rates for Student Readers have stayed fairly consistent hovering in the mid 80s. Attendance rates for Reading Coaches are typically slightly higher and hover in the low 90s on average. When comparing to school day attendance, Team Read attendance rates for Student Readers were lower for all sites than their school day attendance rates. Student Reader attendance rates for Team Read ranged from 75% to 90%, while school day attendance rates ranged from 87% to 96%.

Serving the Target Population. Team Read is designed for students reading below grade level, and with only a few exceptions, Site Coordinators and Reading Coaches reported that the correct students were placed into the program this year. This is also consistent with the data. The majority of schools had a very high percentage of Student Readers who were meeting the criteria of reading below grade level at the beginning of the year. This is an improvement from previous years.

Team Read Collected Data. After the switch to remote programming in 2020-2021, Team Read staff members made adjustments to the programmatic data collected by Reading Coaches given the shift to on-line delivery. Each student consistently participating during each session received:

- 20 minutes of reading and answering comprehension questions
- 10 minutes of coach reading

Coach/reader pairs additionally exercised reading skills through word games, scholar word of the day and other literacy activities to complete the tutoring hour.

Student Reader Performance in 2021-2022. Almost all Students Readers were below grade level in the Fall, but only 72% were still below grade level in the Spring, which demonstrates an improvement over the school year. Student Readers averaged an improvement of .78 grade levels from Fall to Spring. The average for Seattle was higher at .9, which means on average Student Readers in Seattle almost improved a full grade level between Fall and Spring. The average for the Expansion Districts was lower at about .65. Results for Seattle were stronger than for the Expansion Districts, which may have been influenced by having a full year program in Seattle. Generally, non-white Student Readers made more improvement than white Student Readers, but the n-size for white students is low and this result should be interpreted cautiously. There was no difference between students identified as ELL and those who were not. Students not in Special Education made much more improvement over the course of the year than those who were in Special Education.

Student Readers Starting the Year in Reading Level A-D. A total of 34 Student Readers began the 2021-2022 school year in reading level A-D. The majority of Student Readers falling in the A-D reading level in the Fall were in 2nd grade. Student Readers with reading levels falling in A-D in the Fall improved by an average of 4.5 reading levels by the Spring and only about a quarter of them remained in A-D reading level in the Spring.

Impact on Reading Coaches. Finally, the Team Read Program is predicated on the philosophy that the Program not only benefits Student Readers, but also Reading Coaches. It is notable that for approximately 49% of Reading Coaches, Team Read represents their first work experience, and another 37% had informal jobs, prior to Team Read, such as babysitting and doing yard work for friends and neighbors. Overall, scores were high and improved on the Belonging and Engagement Scale, which is positively correlated with youth development outcomes. During interviews and on the surveys, Reading Coaches, Family Members of Reading Coaches, and

Site Coordinators highlighted the following benefits: gaining job-readiness skills; developing life skills including communication strategies, leadership, patience, and perseverance; developing skills to work with children; and learning they want to continue in a teaching or helping profession and serving their community. Reading coaches also reported that they developed more confidence in their own skills. On the survey, 100% of Site Assistants, 90% of Reading Coaches, and 97% 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. Further, 94% of Site Coordinators agreed Reading Coaches gained career preparation skills by participating in Team Read.

CONTEXTUAL FACTORS

Several contextual factors support and hinder implementation of Team Read. These include remote programming and coach retention.

STAKEHOLDER PREFERENCE – IN-PERSON OR REMOTE

Generally, respondents preferred in-person programming for the next year; however, 47% of Families of Student Readers preferred remote programming. Those who wanted the program in-person believed that it was easier to develop a connection between readers and coaches. Respondents who wanted the program remotely noted the convenience. In addition, some principals in SPS noted that they do not have funding to support the gap time from when school gets out to the beginning of Team Read. The remote program addresses this concern. Further, some Reading Coaches and Families of Student Readers indicated they could not participate in an in-person model.

EXPANSION TO DISTRICTS AND SCHOOLS

This year, Team Read expanded to two new districts and an additional school within HPS. The start-up process included: (1) identifying the schools to host Team Read; (2) advertising for and recruiting Reading Coaches and Site Coordinators; (3) hiring Reading Coaches and Site Coordinators; (4) identifying Student Readers; and (5) starting the program. The strengths of the start-up process included strong communication and training. The challenges included hiring Reading Coaches and Site Coordinators.

RECOMMENDATIONS

Based upon the findings of this evaluation and a literature review, we provide the following recommendations for programming: (1) continue to offer different programming options; (2) continue to improve programming and curricular materials; (3) continue training for Site Coordinators, Reading Coaches, and Site Assistants; (4) continue to offer opportunities to support Reading Coaches and Site Assistants development in the future; (5) continue to improve communication; (6) implement procedures to reduce Reading Coach turnover; and (7) continue implementing some current elements into future programming.

The following recommendations were made for expanding to schools and districts: (1) provide staffing to support the hiring and start-up process; (2) provide examples of best practices for start-up districts as well as cost; (3) begin planning sooner; (4) review curriculum with district literacy team; (5) utilize a strengths-based professional development approach for Reading Coaches; and (6) allow flexibility during the start-up process.

PLANS FOR NEXT YEAR

Most schools and districts will implement in-person Team Read in 2022-2023. Program Leaders are working with district and school leaders to identify the models that work best for their context.

TEAM READ: SCHOOL YEAR PROGRAM

EVALUATION REPORT: 2021-2022

INTRODUCTION

The purpose of this report is to provide formative and summative feedback to Team Read regarding evidence of implementation and impact for Team Read, which is located in four districts: Highline Public Schools (HPS), Renton School District (RSD), Seattle Public Schools (SPS), and Tukwila School District (TSD). The report, while addressing the effects of Team Read, is also designed to provide formative feedback to assist in ongoing program development. This report focuses on the 2021-2022 school year. The report includes a description of the evaluation design, evaluation findings, conclusions, and recommendations. The districts newer to Team Read and outside of Seattle are sometime referred to as the Expansion Districts throughout this report.

EVALUATION DESIGN

In 2021-2022, we implemented a mixed-methods research design, which includes quantitative and qualitative data. The collection of both quantitative and qualitative data adds scope and breadth to the study in addition to providing the ability to triangulate findings. Qualitative data allows our team to document the experiences of multiple stakeholders (e.g., participants, teen reading coaches, and site coordinators) to identify strategies and barriers to implementation, to assess impact of the program on both the student readers and the teen coaches, and to identify recommendations for program improvement. We also developed a comparison group of students who were referred but did not attend Team Read to compare outcomes for students. We triangulated qualitative and quantitative data, such as participation data, number of students receiving interventions, Team Read data, and surveys to determine the impact of the interventions. Multi-year analysis is limited due to lack of data being collected by districts in 2019-20 and 2020-21 because of the pandemic.

PARTICIPANTS

In the 2021-2022 school year, Team Read expanded programming to two additional districts (RSD and TSD), and an additional school in HPS. In total, Team Read was offered in 3 schools in HPS, 1 school in RSD, to students attending 20 schools in SPS, and 3 schools in TSD. Programming for SPS occurred all year, while programming for HPS, RSD, and TSD occurred for half the year. The schools referring students are listed in Table 1.

Table 1.
Team Read Schools

TEAM READ SCHOOLS/PROGRAMS	
District/Programs	Schools/Programs
Highline Public Schools	Bow Lake Elementary School
	Hazel Valley Elementary School
	Midway Elementary School
Renton School District	Campbell Hill Elementary School
Seattle Public Schools	Arbor Heights Elementary School
	Bailey Gatzert Elementary School

	Dearborn Park Elementary School
	Dunlap Elementary School
	Emerson Elementary School
	Gatewood Elementary School
	John Muir Elementary School
	Kimball Elementary School
	Leschi Elementary School
	Lowell Elementary School
	Maple Elementary School
	Northgate Elementary School
	Olympic Hills Elementary School
	Orca K-8
	Rising Star Elementary School
	Sand Point Elementary School
	Sanislo Elementary School
	Thurgood Marshall Elementary School
	West Seattle Elementary School
	Wing Luke Elementary School
Tukwila School District	Cascade View Elementary School
	Tukwila Elementary School
	Thorndyke Elementary School

Students participating in Team Read during the school year had a higher rate of being non-white and bilingual compared to all students in Team Read schools (see Table 2).

Table 2.
Team Read Schools – Demographic Information

DEMOGRAPHIC INFORMATION						
District	School	Group	% Female	% Non-White	% Bilingual	% Special Education
Highline Public Schools	Bow Lake Elementary School	All	52%	90%	47%	17%
		Team Read	65%	82%	65%	6%
	Hazel Valley Elementary School	All	49%	87%	51%	21%
		Team Read	44%	89%	61%	17%
	Midway Elementary School	All	49%	89%	50%	13%
		Team Read	52%	91%	57%	4%
Renton School District	Campbell Hill Elementary School	All	46%	92%	39%	13%
		Team Read	14%	93%	29%	0%
Seattle Public Schools	Bailey Gatzert Elementary School	All	48%	90%	35%	17%
		Team Read	43%	100%	65%	21%
	Dearborn Park Elementary School	All	53%	88%	39%	11%
		Team Read	32%	100%	77%	5%
	Dunlap Elementary School	All	48%	96%	34%	13%
		Team Read	46%	96%	54%	4%
	John Muir Elementary School	All	47%	82%	33%	16%
		Team Read	44%	91%	41%	25%

	Kimball Elementary School	All	47%	73%	32%	19%
		Team Read	63%	89%	63%	30%
	Leschi Elementary School	All	48%	64%	13%	15%
		Team Read	78%	67%	33%	22%
	Lowell Elementary School	All	52%	76%	21%	24%
		Team Read	56%	94%	25%	25%
	Rising Star Elementary School	All	46%	92%	46%	20%
		Team Read	50%	92%	73%	27%
	Sand Point Elementary School	All	47%	57%	17%	22%
		Team Read	50%	82%	45%	32%
	Sanislo Elementary School	All	48%	79%	33%	22%
		Team Read	40%	77%	27%	10%
	Thurgood Marshall Elementary School	All	47%	73%	15%	18%
		Team Read	54%	79%	36%	29%
	West Seattle Elementary School	All	50%	92%	31%	15%
		Team Read	35%	97%	41%	14%
Tukwila School District	Cascade View Elementary School	All	46%	89%	56%	15%
		Team Read	75%	100%	92%	0%
	Thorndyke Elementary School	All	48%	87%	44%	18%
		Team Read	29%	43%	43%	43%
Neighborhood Programs	Tukwila Elementary School	All	54%	85%	38%	9%
		Team Read	63%	100%	63%	0%
	Lake City	Team Read	45%	100%	77%	9%
	New Holly	Team Read	46%	68%	18%	27%
Combined Average		All	49%	83%	35%	17%
		Team Read	49%	87%	52%	17%

Note. The All category comes from the Washington State Student Report for 2021-2022. The Team Read category includes students participating in Team Read during the school year. Team Read students were included if demographic information provided by each district matched Team Read data.

Table 3 shows the race/ethnicity of Student Readers participating in Team Read by district and overall. Table 4 shows demographic information for the Reading Coaches. It is notable that almost sixty percent of the Student Readers are Black/African American or Hispanic, whereas only about a quarter of the Reading Coaches are Black/African American or Hispanic. In contrast, about 18% of Student Readers are Asian but 39% of Reading Coaches are Asian. There are also notable differences by gender, with a greater proportion of female Reading Coaches compared to Student Readers.

Table 3.
Team Read Schools – Student Participants’ Race/Ethnicity

TEAM READ PARTICIPANT DEMOGRAPHICS						
Race/Ethnicity	Highline Public Schools (n=58)	Renton School District (n=14)	Seattle Public Schools (n=303)	Tukwila School District (n=27)	Neighborhood Programs (n=44)	Team Read Program (n=446)
American Indian/ Alaskan Native	0%	7%	<1%	0%	2%	1%
Asian	12%	21%	18%	33%	16%	18%

Black/African American	12%	36%	42%	7%	25%	34%
Hispanic/Latino/a	48%	14%	18%	30%	34%	24%
Native Hawaiian/Pacific Islander	12%	14%	1%	11%	2%	4%
White	12%	0%	10%	15%	16%	11%
Two or More Races	3%	7%	11%	4%	5%	9%

NOTE. Race/ethnicity is only reported for students who had data available from their district's information system.

Table 4.

Team Read Schools – Reading Coach Demographic Information

Demographic	READING COACH DEMOGRAPHICS				
	Highline Public Schools (n=63)	Seattle Public Schools (n=174)	Tukwila School District (n=25)	Neighborhood Programs (n=27)	Team Read Program (n=297)
Female	84%	76%	76%	85%	79%
Male	16%	22%	24%	15%	20%
Non-Binary	0%	2%	0%	0%	1%
American Indian/Alaskan Native	0%	0%	0%	0%	0%
Asian	40%	40%	44%	35%	39%
Black	16%	16%	24%	4%	16%
Hispanic/Latino/a	22%	6%	12%	12%	11%
Native Hawaiian/Pacific Islander	2%	0%	4%	0%	1%
White	11%	32%	12%	42%	26%
Two or More Races	10%	6%	4%	8%	7%

NOTE. Demographic data is only reported for Reading Coaches who had data available from their district's information system. Data is not reported for Renton School District because they were below the suppression threshold (n = 8). Data for these coaches is included in the overall Team Read data.

DATA SOURCES

To answer the evaluation questions, the following data sources and evaluation tools were used. Site visits included a combination of in-person and remote visits depending on the program model due to COVID-19.

[Program documents, existing reports, and data.](#) We reviewed documents pertaining to Team Read, including materials, data, and previous evaluation reports.

[Interviews and focus groups.](#) We conducted interviews and focus groups with Team Read staff to learn more about program implementation and goals. Further, we conducted interviews, focus groups, and observations by video link at HPS and SPS and in person at RSD and TPS. Participants included Site Coordinators, Principals, Reading Coaches, Site Assistants, Referring Teachers, and District Leaders. In total, 57 people participated in interviews and focus groups.

Surveys. We also administered surveys to: (1) Principals, (2) Site Coordinators, (3) Referring Teachers, (4) Reading Coaches, (5) Site Assistants, (6) Families of Reading Coaches, and (7) Families of Student Readers. Because of COVID 19, surveys were administered online. Survey questions focused on perceptions of implementation and impact. The Families of Student Readers survey was translated into six languages, including Amharic, Chinese (simplified), Oromo, Somali, Spanish, and Vietnamese. Table 5 shows the return rate of surveys. Responses to all survey items are in the Appendices.

Demographic and assessment data. We collected data from Team Read and from the assessment departments within each of the four school districts participating. The data included attendance and assessment data from Team Read, as well as demographic and assessment data from each school district.

EVALUATION FINDINGS

EQ #1: WHAT ARE THE INTENDED ACTIVITIES, GOALS, AND OUTCOMES FOR PROGRAM IMPLEMENTATION?

Team Read's mission is: "Team Read propels students to become inspired, joyful readers and teens to become impactful leaders, ready to succeed in school and life, building stronger communities for all." Team Read's vision is: "We envision equitable learning communities that nurture and celebrate the strengths of young readers and teen leaders, and where every student gets the support they need to thrive." In alignment with this mission, students in grades 8 through 12 serve as Reading Coaches (tutors) to 2nd through 4th grade students, depending on model. This dual-impact model helps students reading below grade level become confident readers and helps teens develop work and life skills.

Across all stakeholders, there was a clear understanding of the mission and vision, as well as acknowledgement of the dual-impact model. A Site Coordinator explained, "Team Read provides teens with opportunities to develop their leadership skills while supporting students as they develop their reading skills." A Principal shared, "Moving reading levels is important, but the relationships between kids and coaches are fantastic, and that is what make the program impactful." A Reading Coach reflected,

Quote
<i>Team Read is about setting a kid in motion and instilling the love of reading, helping them be a leader to succeed in school and life. It is building a community of people who love to read. – Reading Coach</i>

Team Read is to get with a student who reads at a lower level so they can progress and create a bond with an older student they can trust and help them enjoy reading. The coaches work with the younger kids so they can get a sense of what it is like to work and learn if they want to be a teacher.

This school year, Team Read leaders expanded programming to two additional school districts (Renton and Tukwila), as well as an additional school in Highline. Across these three districts called the "expansion districts", five additional schools implemented Team Read for the first year. The start-up period took additional time in these schools, and the program did not begin until January/February 2022. In addition to serving these new schools, they also provided administrative support to SPS and HPS. To learn from these new schools, evaluators conducted additional focus groups with district leadership. Findings about implementation, successes, and challenges are included in *Evaluation Question #8*.

Because of COVID-19, Program Leaders differentiated the support and the model based on districts' needs, priorities, and COVID protocols. SPS continued with the fully remote model, with both Students Readers and Reading Coaches using on-line video links. HPS implemented a hybrid model, with Student Readers attending in-person supported by a Site Coordinator, while the Reading Coaches provided virtual tutoring, on-line. RSD and TSD implemented in-person programming for Student Readers and Reading Coaches. However, these two districts implemented the first two weeks online in response to the Omicron variant. Additionally, while HSP and TSD hired coaches from the feeder high schools, RSD selected students who were participating in the Renton Teacher Academy or Rising Educator Program. Reflecting on the flexibility, a Program Leader shared, "When you think of everything schools and families are dealing with, we have maintained a quality program in spite of so many obstacles." More information about in-person, hybrid, and remote programming is detailed in *Evaluation Question #7*.

Program Leaders have continued to increase professional support for Site Coordinators, Site Assistants, and Reading Coaches to build their capacity. Site Coordinators participated in Team Read quarterly trainings, as well as monthly meetings where they can meet with other Site Coordinators and address current questions. Program Leaders also conduct site visits. Additionally, Program Leaders developed scripted lessons for Site Coordinators to use for Team Read sessions. Site Assistants and Reading Coaches also are supported through a variety of trainings, workshops, and ambassador meetings, which are designed to ensure they feel confident with Team Read and the curriculum, and some of the workshops and ambassador meetings help teens develop job readiness skills. Across groups, participants reported that they were supported and well trained. More information about the training is detailed in *Evaluation Question #2*.

Finally, to increase attendance and engagement, Program Leaders incorporated more fun activities. This included monthly themes, such as a Read-a-Thon and poetry, word-of-the-day, and additional games. Site Coordinators and Reading Coaches liked the addition of these enrichment activities, noting that they helped with engagement.

EQ 2: TO WHAT EXTENT DID PROGRAM IMPLEMENTATION OCCUR AS PLANNED?

As described previously, Team Read Program Leaders expanded programming to additional districts and schools; differentiated the model based on needs; added additional training and support for Site Coordinators, Site Assistants, and Reading Coaches; and incorporated monthly themes and enrichment activities into programming. SPS offered programming for the full year, while expansion districts offered programming for approximately half the year. Overall, respondents noted that Program Leaders have continued to improve program components while meeting the needs of school districts and students. A Site Coordinator shared,

This is a high-quality program that has had to adapt to providing the program virtually. I feel the Team Read staff did an incredible job modifying the program model to fit a virtual setting last year, then continuing to modify to improve it.

TARGET POPULATION

Team Read is designed for students reading below grade level, and Site Coordinators and Reading Coaches reported that the correct students were placed in the program. The Site Coordinators worked with classroom teachers, interventionists, and Student Intervention Teams to identify students. Describing the process, a Site Coordinator shared, "We were given the criteria for the Team Read program and who might benefit. We had

several struggling readers, and we had to narrow it down and talk to families to see who was interested and who could attend. We narrowed the list based on that criteria.” Other schools looked at other criteria as well, including behavior and students who are not receiving intervention or other out-of-school support. Principals and Referring Teachers noted that the process was clear. A Referring Teacher shared, “This was the smoothest year ever. We had an easy form to complete, and it was streamlined. They sent out an email, a link to refer students, as well as the maximum I could refer. It was easy.”

INTERVIEW, FOCUS GROUP, AND SURVEY RESULTS

Survey results continue to show a very high level of support for Team Read. On the survey, 86% or more of 2021-2022 respondents indicated Team Read is a high-quality program (see Figure 3). Referring Teachers’ perceptions in particular have improved each year. Reading Coaches like helping their Student Readers, while gaining practical work experience. A Reading Coach commented, “I love getting to know my students. They were so much fun and made me look forward to our conversations. I also enjoy how this program will help me with future jobs!” Families of Students Readers appreciate that their child was receiving reading support while also connecting with a high school student. One said, “I love that there is a program for my daughter who struggles with reading. The teenage involvement made it fun. She gets to show her skills, and then being read to and converse with a teen made her feel cool.” Principals and Referring Teachers noted that the Program serves an important need in their schools, as fewer supplementary programs are available. Furthermore, programming aligns with classroom needs. A Referring Teacher reported, “I see that they are working on decoding and comprehension. It aligns with my classroom, though the methodology is different.”

Quote
<i>I like interacting with students the most with Team Read. It is definitely inspiring to know that as a coach, we have the ability to teach and impact students' education positively.</i> – Reading Coach

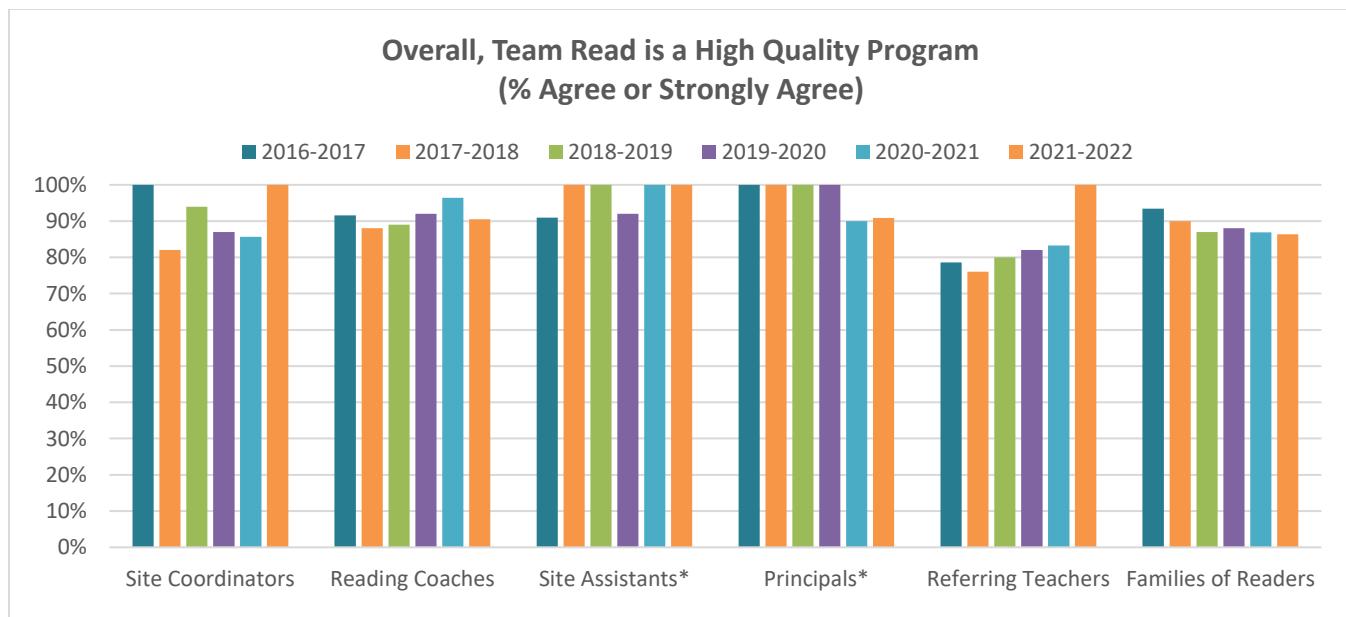


Figure 3. Survey Results: Team Read is a high-quality program.

Note: 2017-2018 Principal results are combined with 2016-2017 results. The 2018-2019 Site Assistant results are combined with 2017-2018 results.

Respondents also agreed that Student Readers who participated in Team Read enjoy the Program, with greater than 82% of all respondents agreeing to the statement (see Figure 4). This is an improvement overall, with Site Coordinators, Reading Coaches, and Referring Teachers all rating this question higher than previous years. Across groups, respondents noted that the relationship between the Reading Coach and Student Reader contributed to Student Readers' enjoyment. A Referring Teacher shared, "The kids are thrilled to work with a high school tutor. They love talking about their tutors." A Site Coordinator shared, "The strength is the relationships and one-on-one support with the coach and reader. That has been exciting, and I have not seen that before. It makes a difference, has a positive impact, and our readers enjoy the program." Respondents also noted that the inclusion of themes and additional games appears to increase students' engagement.

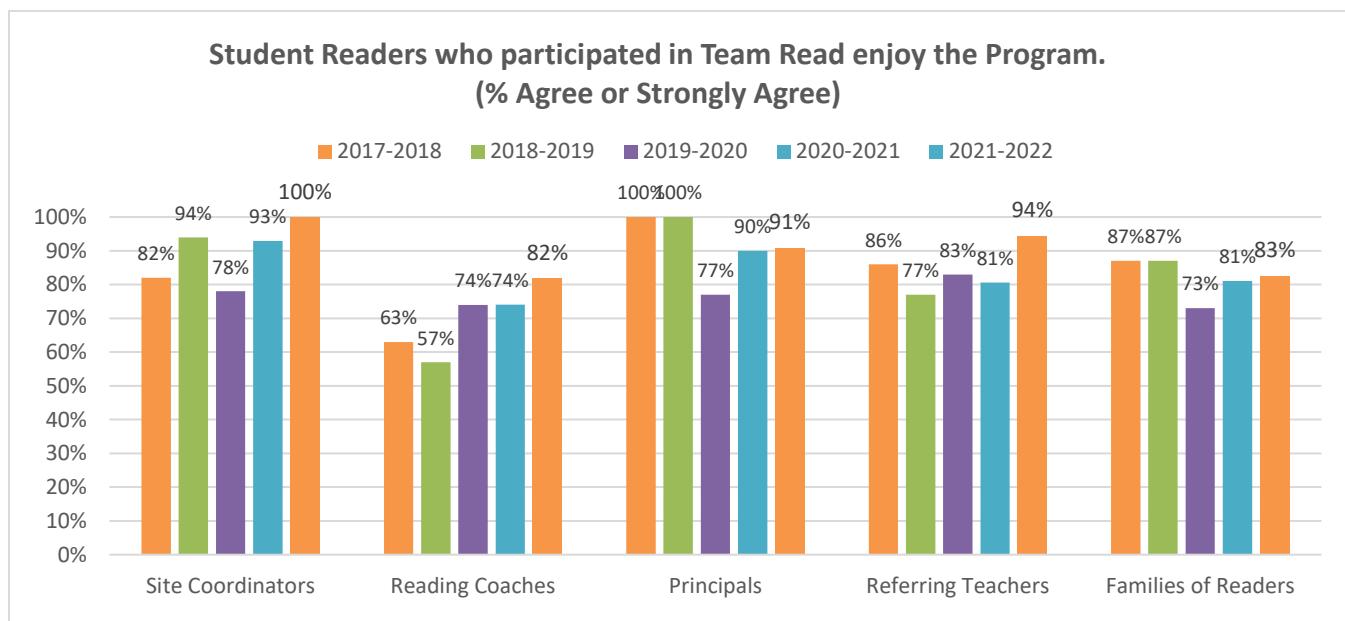


Figure 4. Survey Results: Student Readers who participated in Team Read enjoy the Program.

Note: This question was added in 2017-2018.

Program model. On surveys, Site Coordinators, Reading Coaches, Site Assistants, and Families of Student Readers were asked to rate, on a scale of 1 to 10, their satisfaction for the current Team Read model. Across respondents, there was very little difference in the average score, and between 70% to 74% of respondents rated the program an 8 or above (see Table 10). However, by model, respondents rated the in-person model more favorably, followed by hybrid, then remote.

Table 10.

Ratings on a Scale of 1 to 10

ON A SCALE OF 1-10, HOW SATISFIED ARE YOU WITH THE CURRENT MODEL FOR THE TEAM READ SESSIONS?		
RESPONDENT GROUP	AVERAGE SCORE	% RATING AN 8 OR ABOVE
Site Coordinator	7.9	71%
Reading Coach	8.1	74%
Site Assistant	7.9	70%
Families of Student Readers	7.8	73%

MODEL	AVERAGE SCORE	% RATING AN 8 OR ABOVE
Remote	7.8	66%
Hybrid	8.2	78%
In-Person	8.4	89%

Overall, respondents reported that the well-defined, consistent curriculum was a strength of the program. The model is easy to implement for Reading Coaches, and predictable for Student Readers who understand the expectations. The predictable and clear program structure is also necessary for effective cross-age tutoring programs (Karcher et al 2010; Karcher, 2017). The model also provides one-on-one support, which is the hallmark of the program, providing a dual impact for Reading Coaches and Student Readers. Finally, the program supports school district literacy goals providing opportunities for students to build fluency and comprehension. A Family Member of a Student Reader shared, “The model works. Young adults helping children read is exciting for kids. There is a routine with regular participation and goals that are made fun with incentives. Our daughter really enjoys it.” A Referring Teacher shared, “I think is it a very well-run program and has a good balance of learning and fun activities. I think the concept of pairing elementary and high school students is wonderful. I love that high school students can easily implement the program.”

Of the respondents rating the program below an 8, many indicated that they would rate the program higher if it were in-person or if there were fewer technology issues. Others reported that the routine schedule can become repetitive and that some of the games were “boring.” Both will be discussed in more detail later in the report.

Professional development and support. The changes to professional development and support to Site Coordinators, Site Assistants, and Reading Coaches was one of the most substantive changes. Program Leaders developed a professional learning program with monthly touchpoints. On the survey, 90% of Site Coordinators, 91% of Reading Coaches, and 90% of Site Assistants reported they had enough training to be effective in the position. These results are high and are particularly a large improvement for Site Coordinators.

Site Coordinators participated in their initial training, as well as quarterly meetings with Site Assistants. Additionally, they had monthly evening meetings where they met with other Site Coordinators and support visits from Team Read staff. A Site Coordinator shared, “The training was organized, structured, and well planned out.” On the survey, 87% reported the evening meetings provided a safe place to give feedback to Team Read, and 73% reported the meetings helped them be a more effective Site Coordinator. While only 56% thought the support visits by Team Read staff helped them be a more effective Site Coordinator, 88% reported the site visits were supportive and the feedback assisted them in the role. Overall, Site Coordinators appreciated the training, and they only made a few recommendations for next year. Recommendations included: (1) conducting an in-person observation of an established Team Read program in the first week for new Site Coordinators; and (2) increasing the frequency of site support visits from Team Read staff.

Reading Coaches and Site Assistants participated in their initial training, and they have opportunities to attend

monthly workshops and ambassador meetings. These trainings were designed to support effective implementation of Team Read, develop soft skills and personal development, and provide an opportunity to develop leadership and input into Team Read. Site Assistant and Reading Coaches were required to attend two workshops/ambassador meetings of their choice per semester, with pay, and they could attend more. On the survey, 57% of Reading Coaches and 60% of Site Assistants found the monthly workshops helpful in developing their skills, while 61% of Reading Coaches and 50% of Site Assistants reported the ambassador

Quote
<i>I really like this new model of workshops where we can choose which topics we are interested in! I found workshops, such as college prep, really useful. – Reading Coach</i>

meetings helped them develop leadership skills. During interviews and on the surveys, Reading Coaches noted that they particularly enjoyed workshops and ambassador meetings that helped them with the future, such as meeting with alumni and discussing careers. They were less interested in self-care workshops. Site Coordinators also provide mini-professional development sessions on the day of Team Read that includes a review of the Daily Target and a mini-lesson.

Program Leaders also developed daily Session Guide scripts for Site Coordinators to follow, which helps them review themes, the daily target, and support the Reading Coaches. Approximately 72% of Site Coordinators reported the Session Guide scripts were helpful in focusing the Team Read session. A Site Coordinator explained, “The learning targets are clear, directions are well done, and it is easy to follow.” Additionally, most Reading Coaches reported that the daily target helped them be more successful coaching their reader (range: 68% to 78%). No recommendations were identified for improvement.

EQ #3: WHAT IS THE IMPACT ON STUDENT READERS?

Across groups, there is a high level of agreement that Student Readers have improved their reading skills, with 86% or more of respondents agreeing that Student Readers have improved their reading skills (see Figure 5). Referring Teachers and Principals noted that because communication has improved, they are better able to track students’ progress in Team Read. A Referring Teacher commented, “All my students in Team Read have improved. Aside from noting their scores going up, there is a confidence. They feel they have the skills, knowledge, and gumption to push themselves.” A Site Coordinator commented, “I have seen growth in our kids’ reading level from when they started to now, and they have jumped several levels. They are building confidence. They were reluctant and shy but having the relationship with the coach allowed them the confidence and security. It is a safe area to read and enjoyable.” A Reading Coach shared,

I agree this program helps students improve reading skills, because not only does this help them with critical reading and literacy, but I have seen that they want to read for entertainment. It is amazing to see the impact we can make on such a short time.

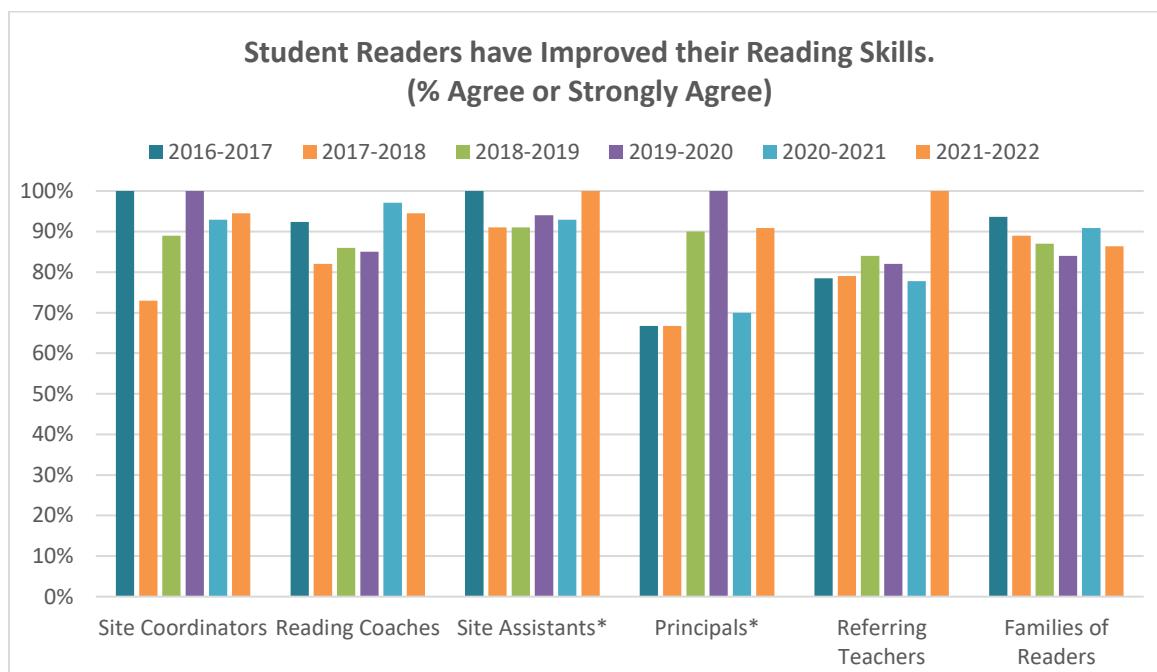


Figure 5. Survey Results: Student Readers have improved their reading skills.

*Note: 2017-2018 Principal results are combined with 2016-2017 results. 2018-2019 Site Assistant results are combined with 2017-2018 results.

Confidence/Mindset. Across all groups, respondents noted that Student Readers build confidence and develop a growth mindset through their participation with Team Read. A Site Coordinator shared, “I see the kids having a boost of confidence, and they are building a sense of community.” A Reading Coach commented, “My reader started at level D and is now at level G. He likes reading, and he no longer wants me to read. He has gained confidence and wants to read our whole session.” Finally, a Referring Teacher reflected, “The students I referred at the beginning of the year, they didn’t want to be called upon. They were aware of where they are at. Now they are more willing, and they have the confidence and tools to try.” Survey results are consistent, with 89% of Referring Teachers agreeing students who participated in Team Read have more reading confidence because of Team Read, which is an improvement from previous years.

Peer support. Respondents noted that the peer support and mentorship contribute to the positive outcomes and helps to build excitement for reading. A Principal shared, “There is more excitement around learning. They are proud of their achievement, and they like their coaches. There is a sense of pride being in the program.” A Site Coordinator commented, “The biggest impact is the relationship with coaches. I think many build a negative stigma on reading, but they build a relationship with the coach who makes them believe they are a reader.” A Reading Coach shared, “My student feels more comfortable reading because we have a relationship. She is more actively participating.”

STUDENT READERS’ PERSPECTIVES

Three times during the year, Student Readers completed a Pulse Survey to understand their perspectives on Team Read. The results show some fluctuations, but there was an increase in the percent of Students Readers who reported they can read challenging books, moving from 34% to 42% (see Figure 6). There were some differences in results for Seattle compared to the Expansion Districts. Both groups increased in the percent of students reporting they can read challenging books, demonstrating that even with a shortened program, students reported improvements. This is consistent with stakeholders’ perceptions that students are improving in their reading skills and developing more confidence and a growth mindset. A Student Reader shared, “This helps me be better, so I don’t have to struggle at reading.”

Quote
<i>“I liked reading but I was low. Now I am level M, and I LOVE to read!” – Student Reader</i>

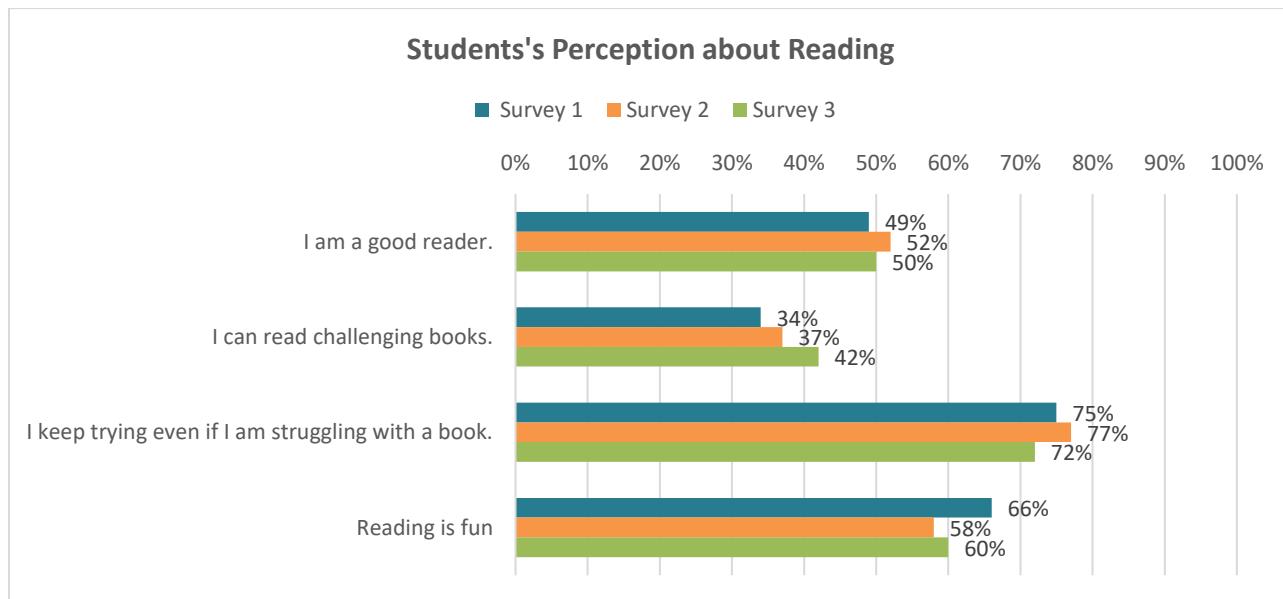


Figure 6. Students’ Perception of Reading

Student Readers were asked additional questions related to confidence with their reading and with reading in their classroom. While results show some fluctuations, students did exhibit improvements in their feeling about reading when reading by themselves, which increased from 65% to 73% (see Figure 7). Most of the improvement was in Seattle, where Student Readers had more time in Team Read. This again demonstrates that students are gaining confidence, but it hasn't necessarily translated to other areas in the classroom.

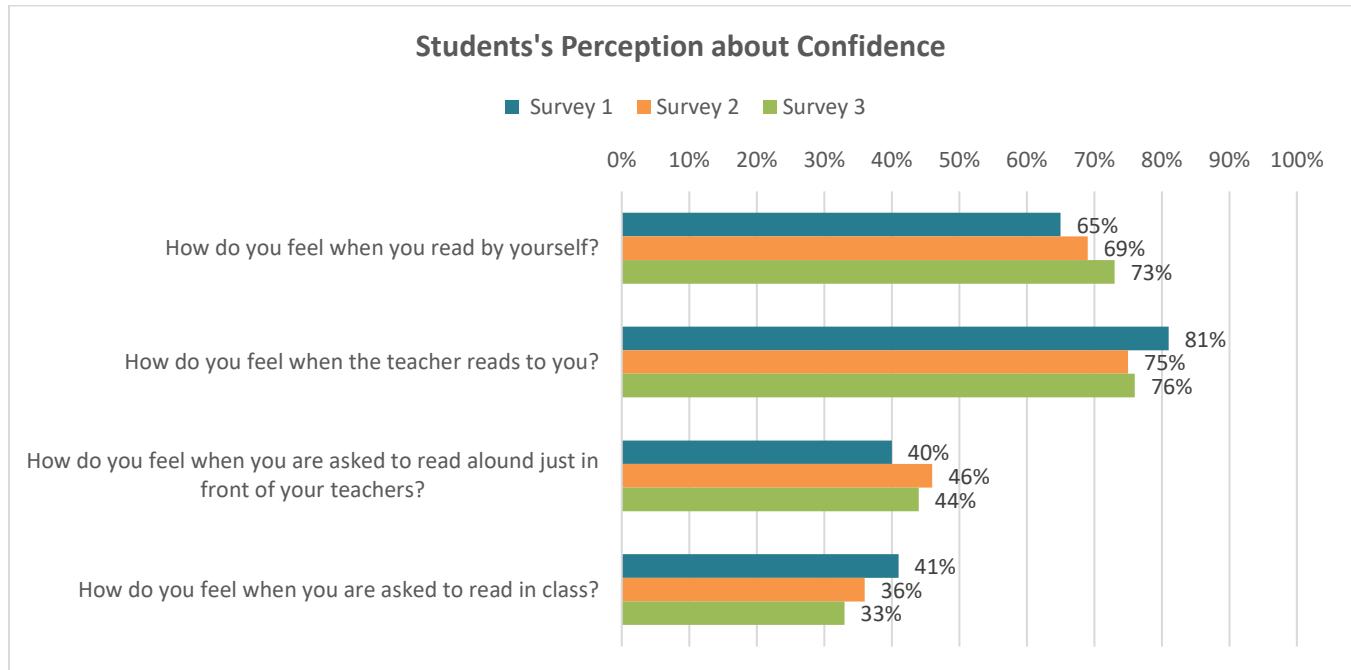


Figure 7. Students' Perception of Confidence

Finally, Student Readers were asked questions related to their motivation to read. Results were consistent across all groups and time periods. By the end of Team Read, 89% of Student Readers believed becoming a good reader is important, and 84% felt that spending time reading is great. Positive findings on these scales have been shown to predict future improvements in reading (Malloy, Marinak, Gambrell, and Mazzoni 2013). A Student Reader shared, "I like reading more because it makes my brain grow more. Now I can read what people are writing."

Average number of grade levels improved. Figure 11 shows the average number of grade levels students improved from Fall to Spring, with Student Readers averaging an improvement of .78 grade levels from Fall to Spring. The average for Seattle was higher at .9, which means on average Student Readers in Seattle almost improved a full grade level between Fall and Spring. The average for the Expansion Districts was less than that at .65. Table 13 displays the same data but broken out by demographic. What stands out with this data is the difference in the average number of grade levels improved between white and non-white Student Readers, with non-white students having a higher average improvement; however, this result should be interpreted cautiously given the low n-size for white students. Additionally, bilingual students had a higher average improvement than students who were not bilingual and students not in Special Education had a higher average improvement than those who were.

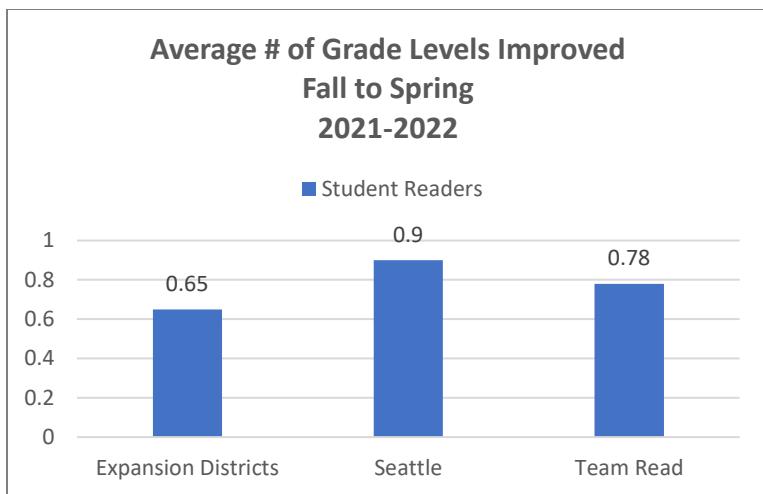


Figure 11. Average # of Grade Levels Improved – 2021-2022 – FALL to SPRING

Table 13.

Average # of Grade Levels Improved by Demographic

Demographic	Average Improvement
Female	.79
Male	.78
White	.44
Non-White	.82
ELL	.82
Not ELL	.73
SpEd	.73
Not SpEd	.82

TO WHAT EXTENT DID PARTICIPATION IMPACT READING COACHES?

Interviewees agreed the Team Read program impacts Reading Coaches just as much as Student Readers. Reading Coaches, as well as other stakeholders, described a positive impact on practical job-related skills as well as personal development. A Site Assistant wrote, “I learned that I’m great at taking leadership roles and managing when needed.” Another wrote, “I gained the ability to voice my thoughts confidently, and I learned how to input data, and work with many different people.” A Reading Coach wrote, “I learned that I am a much more flexible person when it comes to moving out of my comfort zone. Overall, Reading Coaches and Site Assistants recognized the benefit the program had on them, as well as the Student Readers. A Reading Coach shared,

It is rewarding to work with the kids, and it is great to see their reading improve. I think the community we cultivate is good. We learn to share and help each other. It is fulfilling to have that connection and make an impact on someone’s life.

WHY DID READING COACHES AND SITE ASSISTANTS DECIDE TO PARTICIPATE IN TEAM READ?

Most Reading Coaches and Site Assistants decided to participate in Team Read because it was their first job opportunity, they could participate prior to age 16, it worked around their school schedule, and they had an interest working with children. Furthermore, in RSD, participating Reading Coaches were enrolled in a program to help them become teachers and paraeducators, and they believed this experience would support their future endeavors. For example, one RSD Reading Coach shared,

I got my paraeducator license, and because of that, when we graduate, we get to be hired at [RSD] as a para. I will also do an online school to be an elementary school teacher. With Team Read, and my internship program, this has helped me work with different children and reinforces that I want to be a teacher.

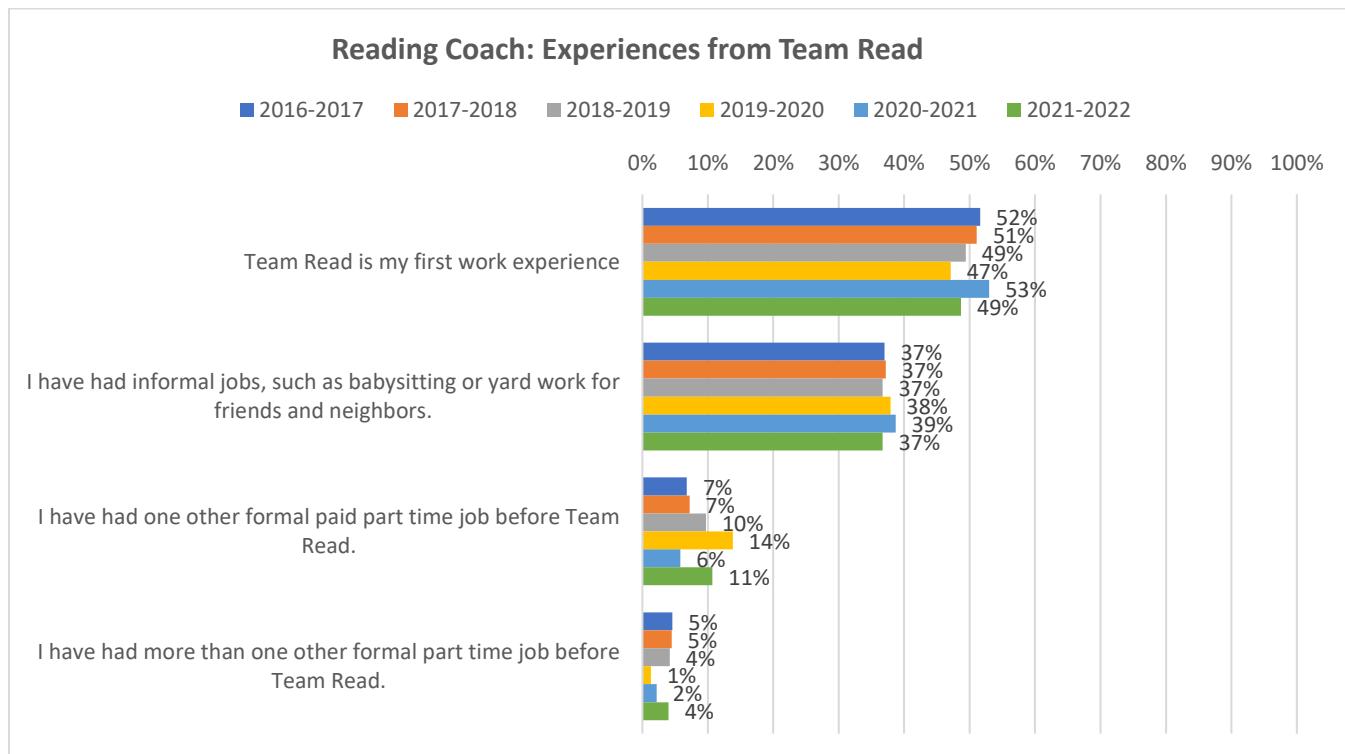


Figure 25. Reading Coaches Work Experience

IN WHAT WAYS DID TEAM READ SUPPORT THE READING COACHES AND SITE ASSISTANTS

As described previously, Team Read increased professional support for Reading Coaches and Site Assistants. This occurred through a combination of monthly workshops designed to improve implementation of Team Read as well as personal growth, career exploration, college preparation, and self-care. Reading Coaches and Site Assistants also could participate in ambassador meetings, which are student-led and designed to increase leadership and youth voice. Reading Coaches and Site Assistants appreciated this support, with several coaches asking for more workshops. One Reading Coach wrote, “Continue the Zoom meetings for extra development and support.” More information about the support provided to Reading Coaches and Site Assistants is provided in *Evaluation Question #2*.

IN WHAT WAYS DID READING COACHES AND SITE ASSISTANTS BENEFIT FROM PARTICIPATION?

Reading Coaches and Site Assistants were asked questions from the Belonging and Engagement Scale from the Motivation, Engagement, and Beliefs Survey developed by the Youth Development Executives of King County. According to the survey validation report, when scores are high on the Belonging and Engagement Scale there is a positive correlation with youth outcomes, such as social and emotional learning, character development, and noncognitive outcomes including self-regulation, positive mindsets, persistence, and interpersonal skills (Naftzger, 2016). Although survey results have fluctuated, they have consistently been high. On the survey, 93% of respondents indicated they feel proud to be part of Team Read, and 96% indicated that what they do in Team Read is important (see Figure 26).

When converted to scale scores, each area is in the positive range, with all scale scores above a 3.0. During focus groups, Reading Coaches reported that they had an opportunity to provide input on programming, they have autonomy to make decisions, and they are learning new skills (i.e. leadership, persistence, communication). It is notable that there has been an increase on the item, *Team Read helps me explore new ideas*, as the Ambassador Program is designed to increase youth voice and provide opportunities for career and self-development.

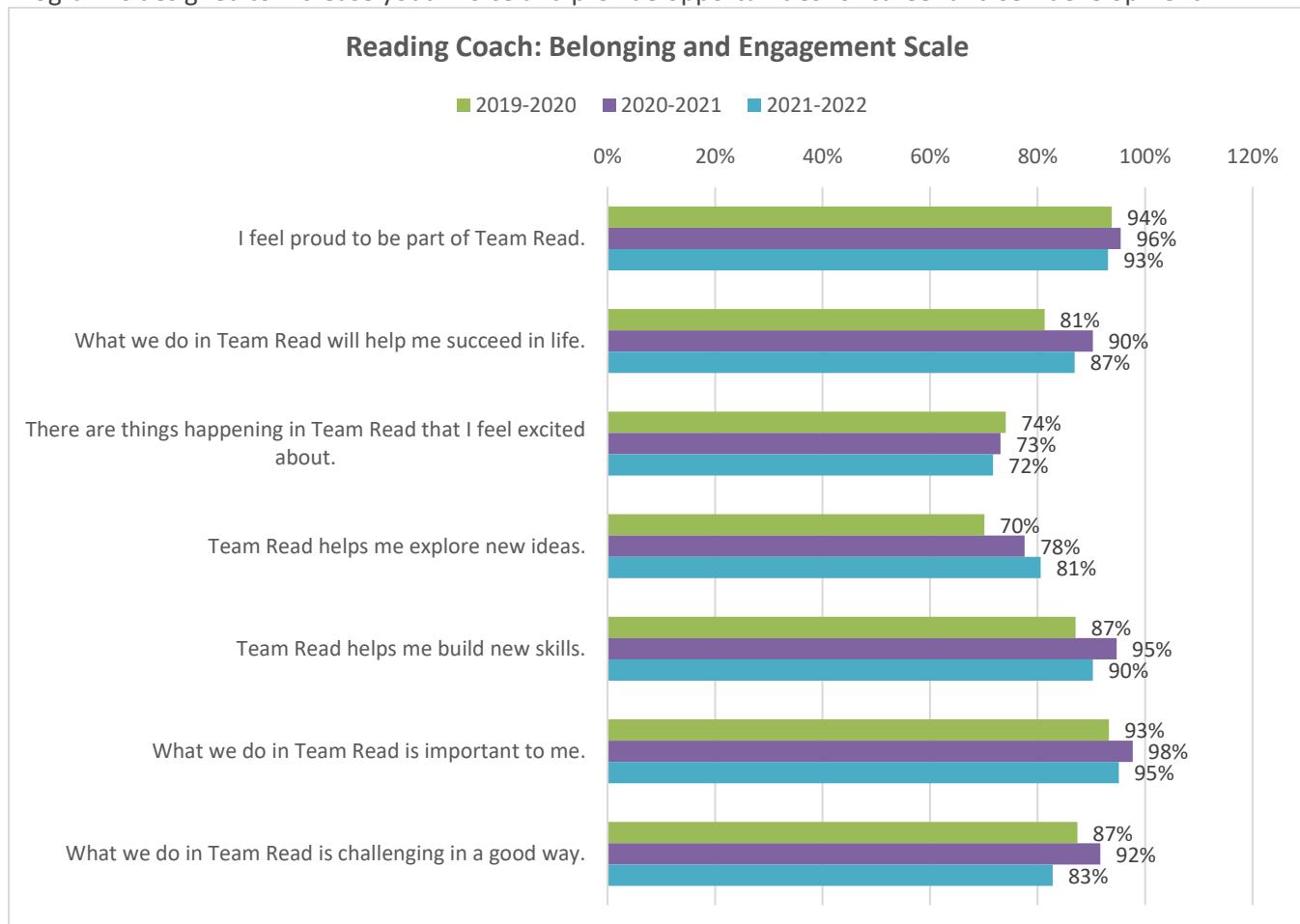


Figure 26. Belonging and Engagement Scale

Reading Coaches and Site Assistants expanded upon the skills they developed in Team Read. Most reported that they learned several job readiness skills such as appropriate work behavior, time management, organizational

skills, and accountability. A Reading Coach shared, “As a Reading Coach, I gained the experience of working and meeting new people, of dealing with difficulties and the attitudes of people, and being flexible with my schedule. This will all help me in my future career of running a hotel.” Another shared, “This will help me in the future. I feel that I have a head start now that I have experience with a job and trying to maintain expectations. I also learned how to be there on time. Being there is very important.” A Site Assistant reflected, “Personally, it has helped me to organize, track data, and coordinate with coaches. It has helped me work with people and take initiative.” On the survey, 100% of Site Assistants, 90% of Reading Coaches, and 97% 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. Further, 94% of Site Coordinators agreed Reading Coaches gain career preparation skills by participating in Team Read.

In addition to job readiness skills, Reading Coaches and Site Assistants described learning many important life skills, including communication strategies, leadership, patience, and perseverance. On the survey, 80% of Reading Coaches, 80% of Site Assistants, and 91% of Family Members of Reading Coaches agreed Team Read taught them to persevere, even when things don’t come easily. Further, 87% of Reading Coaches, 100% of Site Assistants, and 93% of Family Members of Reading Coaches agreed Team Read taught them to direct themselves and take initiative. Additionally, 89% of Site Coordinators agreed Reading Coaches improved their interpersonal skills by participating in Team Read. Qualitative data is consistent with these results, and respondents made the following comments:

- *This has allowed me to gain skills, such as communication, facilitating, leadership, and patience. It also allowed me to work with a variety of people.* – Site Assistant
- *Team Read taught me how to be a leader and take initiative and adapt to work with different people.* – Site Assistant
- *I gained a heightened sense of responsibility. Other than school, I have never been part of a mandated program, something that I have to show up for every single time. Its taught me time management and given me the experience of working with children and teaching.* – Reading Coach
- *I learned that if I really put my best into something, I will improve and overcome challenges. Me, being a quiet person, I was scared I wouldn't be able to support my reader. I proved to myself, I'm capable of helping others, and can even be a role model to the readers.* – Reading Coach
- *I gained a lot of communication skills. I used to not be the one to start a conversation. Team Read gave me the confidence in doing so, and it will really help me in the future when I need to say what is on my mind.* – Reading Coach
- *My teen has benefited by feeling a part of something bigger than themselves and gaining skills they need for the future (responsibility, collaboration, Excel).* – Family Member of Reading Coach
- *My teen has learned to manage multiple responsibilities, including work and academics, as well as social commitments.* – Family Member of Reading Coach
- *For a lot, this is their first opportunity for a job and this teaches them responsibility and accountability and how to communicate with their peers.* – Site Coordinator
- *This is building leadership. As I watch the coaches, I see a lot of future teachers. They are learning to be patient, work with young people, and this supports their relationships with others. Also, they are setting goals, and they have learned empathy and a sense of how to support others.* – Site Coordinator

Reading Coaches and Site Assistants also reported that they developed skills in working with children and helping their community, both of which they felt were meaningful. Because of this work, they talked about developing empathy, compassion, and patience, and placed an importance on giving back. During interviews and focus groups, many Reading Coaches and Site Assistants indicated that they learned they liked working with

others, with many indicating they want to work with the community in a helping profession. A Reading Coach commented, “I learned that I can make a difference in my community.” Another shared, “I enjoy helping people grow and improve.” On the survey, 90% of Reading Coaches, 100% of Site Assistants, and 96% of Family Members of Reading Coaches agreed they learned how to work with different kinds of people. Further, 74% of Reading Coaches, 90% of Site Assistants, and 68% of Families of Reading Coaches indicated Team Read motivated them to do community service.

Furthermore, several Reading Coaches and Site Assistants noted that they realize they may want to go into education in the future. A Reading Coach commented, “I learned that I want to become a teacher to keep working with kids in the future.” Another shared, “Team Read gives me a sense of self-accomplishment. You get to help someone be better, and you see results, and it makes you happy. I want to be a teacher and get that experience with my own students.” On the survey, 50% of Site Assistants, 46% of Reading Coaches, and 42% of Families of Reading Coaches indicated Team Read has made them/their child consider teaching as a profession.

Quote

“I can’t tell you how happy I am that my daughter found Team Read. It has built her confidence and given her the opportunity to build new skills. Because of this program, she has decided she wants to go into elementary education. She is a junior and is now targeting her college searches to schools with strong education programs.” – Family of Reading Coach