



2022-2023 Program Evaluation Highlights

This document includes excerpts from Team Read’s annual evaluation conducted by Illuminate Evaluation Services LLC. We use the findings from this report both for sharing information about Team Read’s impact and to set our focus for the following academic year.

Literature Review Each year our evaluator conducts a research literature review to provide context for our work. Below are key findings:

- New federal data from the National Assessment of Education Progress (NAEP) shows that the overwhelming majority of states saw significant declines in math and reading scores from 2019 to 2022, with historic declines occurring in math; the largest decline in math scores since the start of the NAEP (Camera, 2022).
- Although the pandemic caused score drops for every racial, economic, and demographic student group, historic gaps between Black and Hispanic students and White students, between low-income families and more affluent families, and between students with disabilities and English Language Learners and their peers have widened during the pandemic.
- Researchers from the Center for Education Policy Research at Harvard and at Stanford University’s Educational Opportunity Project recently released data demonstrating the uneven learning loss occurring due to the pandemic (Education Recovery Scorecard, 2023). Specifically, researchers examined changes in test scores from the 2019 NAEP to the 2022 NAEP. They found:
 - The average U.S. public school student in grades 3-8 lost the equivalent a quarter of a year in reading.
 - Statewide, Washington lost about three months in reading, but the data for individual districts varies widely.
 - Highline Public Schools: (-0.76) – equivalent to almost seven months in loss.
 - Renton School District: (-0.44) – equivalent to about four months in loss.
 - Seattle Public Schools: (-0.26) – equivalent to about two months in loss.

Many afterschool programs are struggling with a host of different challenges occurring due to the pandemic. A recent nationally representative survey found that staffing issues, including attracting and retaining employees, was one of the biggest concerns for afterschool providers (EdWeek Research Center, 2022).

Schools Served and Student Reader and Reading Coach Demographic Information In 2022-2023, Team Read served 18 sites, including three schools in Highline Public Schools (HPS), one school in Renton School District (RSD), 13 sites in Seattle Public Schools (SPS), and one school in Tukwila School District (TSD).

Team Read served a total of 555 2nd – 4th graders in the 2022-23 school year and summer program. The tables below provide an overview of participating elementary schools, and a demographic description of the students served.

TEAM READ SCHOOLS/PROGRAMS		
Districts	Schools/Programs	Program Model
Highline Public Schools	Bow Lake Elementary School	In-person
	Hazel Valley Elementary School	In-person
	Midway Elementary School	In-person
Renton School District	Campbell Hill Elementary School	In-person
Seattle Public Schools	Bailey Gatzert Elementary School/Yesler Terrace	In-person
	Dearborn Park Elementary School	In-person
	Delridge – Seattle Public Library	In-person
	Dunlap Elementary School	Online
	John Muir Elementary School	In-person
	Kimball Elementary School	Online (hybrid)
	Lowell Elementary School	Online
	Maple Elementary School	Online
	Rainier Beach Library	In-person
	Rising Star Elementary School	Online
	Sand Point Elementary School	In-person
	Thurgood Marshall Elementary School	Online
	West Seattle Elementary School	Online
Tukwila School District	Thorndyke Elementary School	In-person

Team Read Elementary Schools – Demographic Information

Students participating in Team Read during the school year had a higher rate of being non-white (92%) and bilingual (61%) compared to all students in Team Read schools.

DEMOGRAPHIC INFORMATION						
District	School	Group	% Female	% Non-White	% Bilingual	% Special Education
Highline Public Schools	Bow Lake Elementary School	All	51%	91%	52%	18%
		Team Read	47%	93%	47%	0%
	Hazel Valley Elementary School	All	52%	85%	56%	22%
		Team Read	36%	95%	68%	23%
Midway Elementary School	All	50%	92%	51%	15%	
	Team Read	68%	91%	55%	14%	
Renton School District	Campbell Hill Elementary School	All	46%	94%	64%	15%
		Team Read	25%	75%	38%	25%
Seattle Public Schools	Bailey Gatzert Elementary School	All	51%	88%	38%	19%
		Team Read	40%	100%	60%	0%
	Dearborn Park Elementary School	All	54%	86%	39%	9%
		Team Read	42%	96%	92%	8%
	Dunlap Elementary School	All	49%	93%	39%	13%
Team Read		28%	94%	72%	6%	
		All	47%	79%	34%	18%

John Muir Elementary School	Team Read	40%	100%	40%	30%
	All	49%	74%	29%	23%
Kimball Elementary School	Team Read	33%	81%	57%	48%
	All	45%	80%	23%	25%
Lowell Elementary School	Team Read	38%	94%	56%	6%
	All	48%	82%	40%	16%
Maple Elementary School	Team Read	29%	96%	71%	29%
	All	48%	88%	45%	20%
Rising Star Elementary School	Team Read	56%	94%	83%	17%
	All	45%	59%	19%	20%
Sand Point Elementary School	Team Read	67%	100%	78%	11%
	All	46%	72%	14%	20%
Thurgood Marshall Elementary School	Team Read	83%	83%	67%	17%
	All	47%	87%	29%	20%
West Seattle Elementary School	Team Read	57%	90%	43%	24%
	All	49%	83%	38%	18%
Combined Average		45%	92%	61%	17%

Team Read Schools – Reading Coach Demographic Information

A total of 422 8th – 12th graders participated as reading coaches in Team Read during the school year and summer program. Reading coaches include the students who provide 1:1 tutoring and the students who serve as Site Assistants who have more extensive experience. The table below provides a demographic description of the reading coaches by district.

READING COACH DEMOGRAPHICS				
Demographic	Highline Public Schools	Renton School District	Seattle Public Schools	Team Read Program
Female	78%	67%	75%	75%
Male	18%	31%	25%	25%
Non-Binary	3%	2%	0%	1%
American Indian/ Alaskan Native	0%	0%	0%	0%
Asian	25%	19%	40%	34%
Black	10%	17%	17%	16%
Hispanic/Latino/a	35%	21%	7%	16%
Native Hawaiian/ Pacific Islander	2%	0%	0%	<1%
White	18%	29%	27%	25%
Two or More Races	10%	14%	9%	10%

NOTE. Demographic data is only reported for Reading Coaches who had data available from their district's information system and only includes coaches who were currently participating in Team Read (i.e. had not exited). Data was not collected from Tukwila this year.

Interview, Focus Groups and Survey Results

Program Quality: Survey results continue to show a very high level of support for Team Read. On the survey, 91% or more of 2022-2023 respondents indicated Team Read is a high-quality program. Although

there are fluctuations year-by-year for each group, overall, the results are consistent. Reading Coaches like helping their Student Readers, while gaining practical work experience. A Reading Coach commented, "I loved Team Read. It was the best work experience, and I got along with my reader easily." Families of Students Readers appreciate that their child was receiving reading support while also connecting with a high school student. One said, "Because his overall enthusiasm about reading has improved and enjoys his time with his coach." Principals and Referring Teachers noted that the Program serves an important need in their schools, as fewer supplementary programs are available. Furthermore, referring teachers report that students are improving in their reading skills. A Referring Teacher shared, "Readers have grown in both major district assessments. Students enjoy going and now have more appreciation for reading."

Across groups, respondents noted that the relationship between the Reading Coach and Student Reader contributed to Student Readers' enjoyment. A family member of a Student Reader shared, "My child has had a great experience with the program and enjoys participating. My child also has improved and had a more positive attitude about reading since joining."

Training and Professional Development: Team Read program leaders invest in ongoing professional development and support for Site Coordinators, Site Assistants, and Reading Coaches. On the survey, 100% of Site Coordinators, 85% of Site Assistants, 76% of Reading Coaches reported they had enough training to be effective in the position.

- During interviews, coaches provided feedback on the trainings and opportunities. They noted that the initial training was helpful because it makes them more "assured and confident" using the material. They appreciated the opportunities to practice the materials in breakout rooms, but would like to have more opportunities in-person, particularly if they are working with students in-person.
- They also appreciated the workshops, noting that they cover several topics around coaching, college and career, and financial literacy. The diversity of information was helpful, and they appreciated being able to choose the workshops they attend. For example, a Reading Coach shared, "I like getting the information on being a coach. I wish they would center more on that. I don't need information about getting into college." However, another countered, "I'm first gen, and the college workshops are the most important to me."
- Reading Coaches and Site Assistants were asked whether they would prefer online or in-person training next year. Both groups reported a stronger preference for in-person training.

Impact on Student Readers: Across groups, there is a high level of agreement that Student Readers have improved their reading skills, with 83% or more of respondents agreeing that Student Readers have improved their reading skills. Site Coordinators and Reading Coaches shared data, which shows improvement. For example, a Reading Coach commented, "It is helping them become more comfortable while reading, and better at reading. In looking back at the excel sheets, at the beginning of the year, my student was an A reader and now is at the E or F range." Principals and Referring Teachers also shared examples of improvement through data. A principal wrote, "ALL students that attended Team Read increased their i-Ready reading scores and went up reading levels for the Fountas and Pinnell Benchmark Assessment."

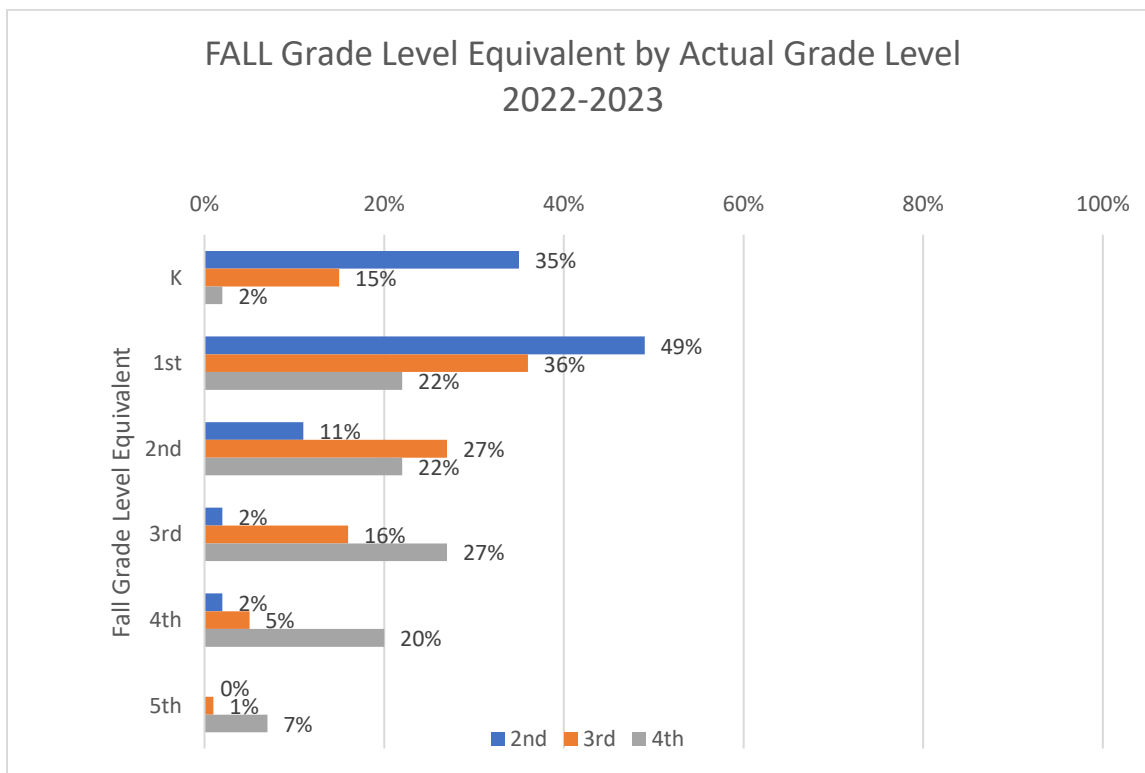
Respondents noted that Student Readers build confidence and develop a growth mindset through their participation with Team Read. A referring teacher shared, "Team Read students take more pride in their reading growth than other students at our school and are aware of the amount of hard work it takes to

grow as a reader. They are more confident.” A principal commented, “Students were able to build relationships with the Team Read coaches and build their confidence.” A Site Coordinator explained, “It is intangible things like joy of reading, reading for longer times, stamina. I heard kids say I can’t read, and I don’t hear that as much. They are increasing confidence and pride.” Survey results are consistent, with 92% of Referring Teachers agreeing students who participated in Team Read have more reading confidence because of Team Read, which continues to improve from previous years.

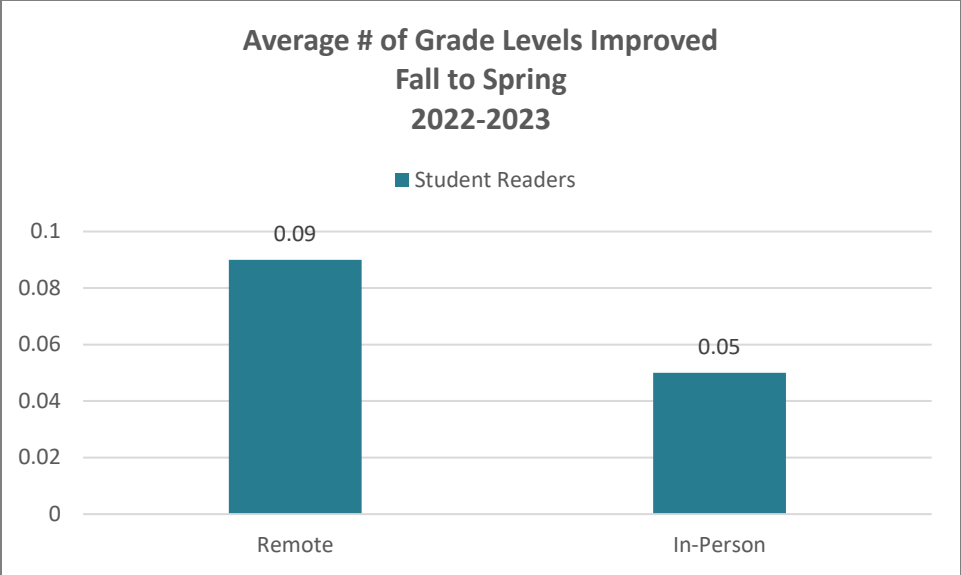
Student Readers were asked questions related to their motivation to read. Results were consistent across all groups and time periods. By the end of Team Read, 89% of Students Readers believed becoming a good reader is important, and 77% felt that spending time reading is great. Positive findings on these scales have been shown to predict future improvements in reading (Malloy, Marinak, Gambrell, and Mazzoni 2013). This is similar to last year.

The evaluator collects reading assessment scores from each district and the challenges of comparing students’ reading gains across districts are formidable since each district uses a different assessment. The evaluator uses a statistical method to create approximate grade level equivalencies for students.

The following chart shows the reading grade level equivalents for Team Read students Fall 2022 compared to the actual grade levels of the students (for example—35% of the 2nd graders, 15% of the 3rd graders, and 2% of the 4th graders in the program were reading at a Kindergarten level:



Average number of grade levels improved. Exhibit 29 shows the average number of grade levels students improved from Fall to Spring, with Student Readers who participated remotely averaging a higher improvement from Fall to Spring than those participating in-person.



Please note that the difference between the average level of improvement between the Remote and In-Person program is most likely impacted by a number of factors besides the service delivery model (differences in attendance, beginning reading level, percentage of special education students in each group, etc.) The remote or online line tutoring model was developed in response to COVID related school closures. However, it has worked for many Seattle elementary schools. The district’s decision to change bell times led to elementary students being released an hour earlier than middle and high schools. This created a “gap-time” between the time middle and high school students are able to arrive in person at elementary schools and the release time for elementary schools which is not filled with other programming. The online option works for those schools but there are issues with the model, primarily related to reader attendance, and their access to reliable internet services.

What is also worth noting is that students enrolled in Team Read and attending the program (treatment group) as compared to those eligible and referred but who did not enroll (due to family constraints, other after-school commitments, etc; non-treatment group) demonstrated growth in reading that was twice as much as their peers who did not participate in Team Read.

Impact on Teen Reading Coaches and Site Assistants: 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 am capable of taking a leadership position when necessary. I also learned about improvising and taking initiative.” A Reading Coach wrote, “Being able to put myself out there, advocate for myself, and ask for help, and building confidence, are definitely going to affect me in jobs in the future.” Overall, Reading Coaches and Site Assistants recognized that they feel more empowered. A Reading Coach shared, “This experience taught me that I am a person who can make change, that I love to work with kids and educating, and I am very good at mirroring people which makes me easy to be around.”

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, and it worked around their school schedule. Others noted that they have always enjoyed working with children and sought out the program because

they could gain valuable experience. A Reading Coach shared, *I wanted [an education] career since second grade, but now interacting with kids I have built the bond and hear their emotions and I learned how to speak to them, develop a mentorship, and see how it impacts their life. I really want to make a difference.*

89% of respondents on a survey called the *Belonging and Engagement Scale* agreed that what they do in Team Read is important, 88% agreed they feel proud to be part of Team Read, and agreed that Team Read helps them build new skills. For Site Assistants, results were higher on all items, with 100% agreeing they are proud to be part of Team Read, what they do in Team Read will help them in the future, what they do in Team Read is important to them, and what they do in Team Read is challenging in a good way.

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).

Key Program Updates

Our 22-23 results guide our program choices and our focus for the 23-24 year. Educators post-pandemic continue to grapple with how to overcome attendance inconsistency and other factors that are impeding “normal” academic growth as evidenced by test scores. Team Read is exploring the same themes while also monitoring the additional data sources we use to understand our effectiveness and impact. Additional to district assessments (that measure more than Team Read), we see ample and multi-dimensional evidence of tangible reading improvement.

We are happy to share that **Jeanette Eisenberg** has been promoted to the role of Program Director. Jeanette oversees Team Read’s program components and sites, managing curriculum alignment with our district partners and devising strategies to continually improve our dual-impact in both school-year and summer programming. Jeanette’s extensive experience in K-12 education, instructional leadership, and with special needs, is rooted in dedication to increasing socioeconomic mobility for populations furthest from educational justice, supporting diverse learners and creating cognitively-rich and joyful programming. Her career experience additionally includes state-level education budgeting and program management.