

# Team Read at the Library, Summer 2014

Evaluation Highlights prepared by MEMconsultants

## TEAM READ AT THE LIBRARY

Team Read offered a Summer Program in partnership with Seattle Public Library. The program met four days a week for six weeks at four library branches: Beacon Hill, Broadview Thomson, Douglass Truth and Rainier Beach. Team Read's goals for the program were to:

- prevent summer reading loss for Team Read students;
- engage Team Read students in accessing the Library's book collection and other resources; and
- increase parent and family member awareness of Library resources and activities that support children's learning.

Like Team Read's school-year program, paid teen tutors worked one on one with elementary school children, usually two days a week (either Monday/Wednesday or Tuesday/Thursday). In most cases, students were tutored for one hour slots, from 9-10 or 10-11. Some families took advantage of the free program offering and sent their child(ren) more than two days a week or for longer than an hour.

**118** student readers served

**1380** hours of 1:1 tutoring delivered

**39** teen tutors

- On average, each student reader received 10-12 hours of 1:1 tutoring during the summer
- 75% of student readers received 8 or more hours of 1:1 tutoring during the summer
- Over 80% of regularly attending student readers tested increased their reading skills

Students were recruited from Team Read elementary school sites that serve high-need populations; 28% of program participants were past Team Read students. 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.



*My son enjoyed spending time reading with his tutor and it was fun for him! ~Family of Student Reader*

*We were very pleased and it seemed like a smooth operation. Extremely helpful to have the one on one help. My son was very excited to come and loved his tutor. We are very grateful to him and to the program. ~Family of Student Reader*

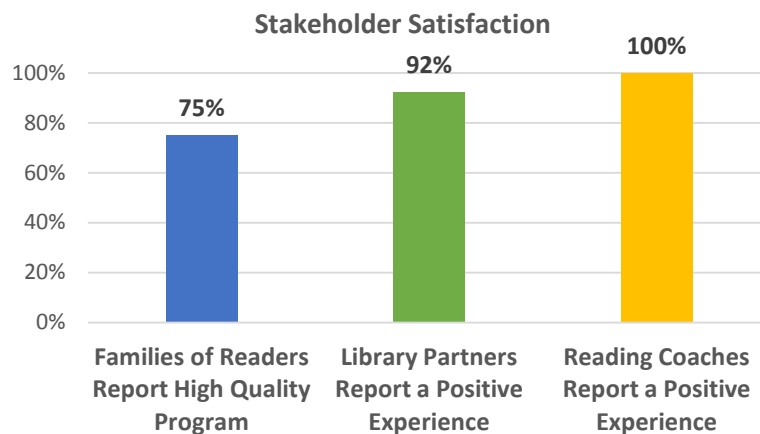
*Thank you for this summer program and the support in reading you provided to my son! ~Family of Student Reader*

*I think it's very effective and fun. ~Reading Coach*

*It was enjoyable. ~Reading Coach*

## PROGRAM SATISFACTION

End of program surveys reveal that families of student readers, library partners and reading coaches are satisfied with their experience with Team Read's summer program overall; the vast majority feel it is a high quality program/report a positive experience with the program.

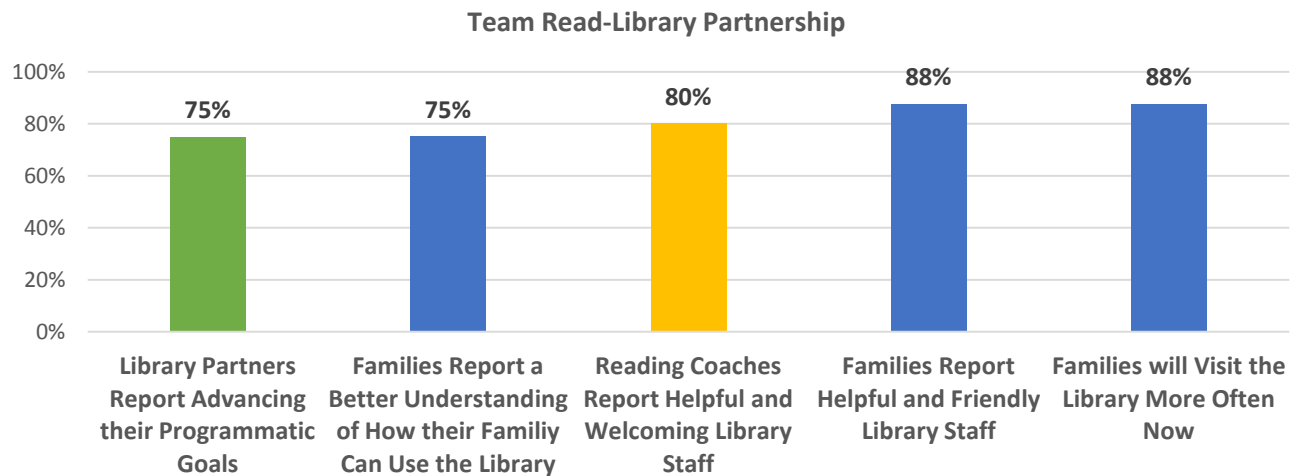


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## TEAM READ-LIBRARY PARTNERSHIP

Seattle Public Library aims to provide services to youth and families that support youth in academic success, career readiness and life. Most library partners, families of student readers and reading coaches report that the summer program partnership between Team Read and the libraries was successful.



### Library Partners say:

*It helped to bring people, information, and ideas together to build a stronger community. Teen tutors see the Library as a place they can make a difference and younger children see the Library as a place they can get help and enhance their reading skills.*

*Team Read is such a great program that provide teens with meaningful and impactful work and younger children with much needed reading coaches.*

*Team Read was a true partner in helping children attain academic success and reading proficiency. Meeting in the library setting introduced library services to parents and children, fostering familiarity with staff, who will welcome them during any out of school time.*

*I see it as a positive move for the children, parents and the Library. Anytime we get new Library users it's a win-win situation.*

*It's been successful and it's nice to be able to get more youth in our library and be able to help them be more familiar with us and our services*

*I think Team Read gives kids a chance to increase their reading skills in the all-important summer months, when much of traditional learning stops.*

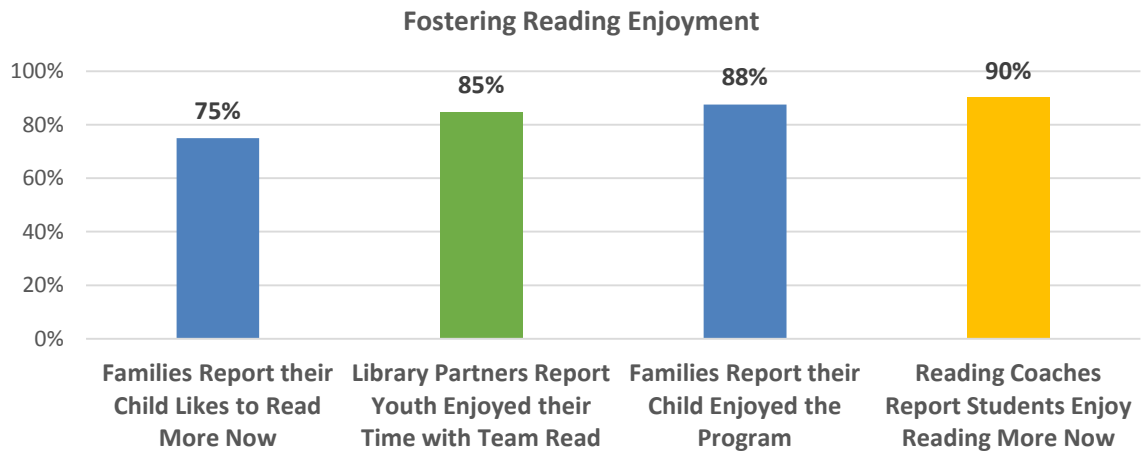
*[This program] is a big win for our community kids.*

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## Reading Enjoyment

The majority of library partners (85%) and families of readers (88%) agree that student readers enjoyed their time in the program this summer. Additionally, 75% of families of student readers credit the program with their child's increased enjoyment of reading; 90% of reading coaches report an increase in their students' enjoyment of reading as a result of the program.

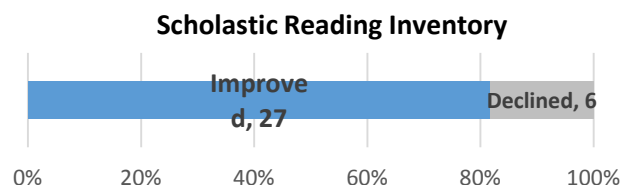


## Reading Skill Gains

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.<sup>1</sup> 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.<sup>2</sup> Team Read's program model provides students with access to reading materials and one on one support from reading coaches.

**Over the course of the summer, Team Read's library program not only prevented summer achievement loss among its regularly attending student readers, but increased reading skills for more than 80% of those tested.**

To assess reading skill development, Team Read used the Scholastic Reading Inventory (SRI) at the beginning and the end of the program. Matched pre- and post-program Lexile scores were obtained for 41 (46%) of the 89 regularly attending students. Eight of these students (20%) were assessed as "beginning readers" at the beginning and end of the summer program—below the reading inventory's range. Of those students with skills in the range assessed by the SRI (33 students) 82% improved (27 students).



<sup>1</sup> Johns Hopkins National Center for Summer Learning (1982). "Beginning School Study".

<sup>2</sup> 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.