

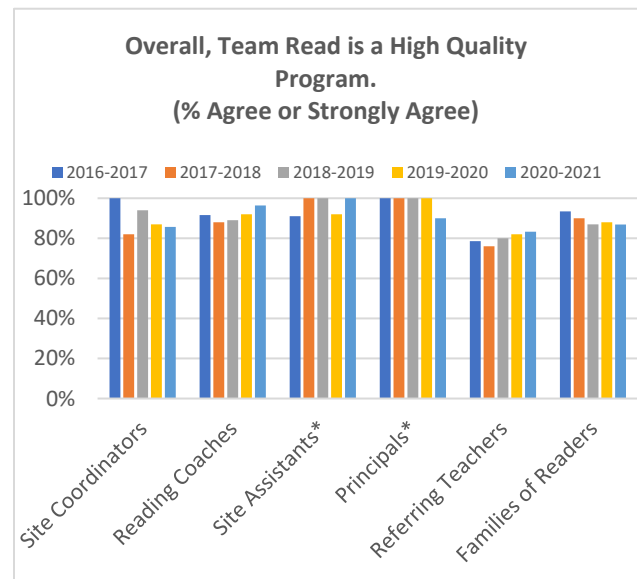
PROGRAM IMPLEMENTATION

Team Read’s mission is to “propel students to become inspired, joyful readers and teens to become impactful leaders, ready to succeed in school and life, building stronger communities for all.” We pair 2nd-4th grade students who are reading at least one year below grade level proficiency with trained teen reading coaches for one-on-one tutoring support. This dual-impact model helps young students to become confident readers equipped for academic success, and teens to develop work and life skills that support their transition to college and future employment.

In 2020-2021, Team Read partnered with 22 elementary schools and 23 middle and high schools to provide programming for more than 637 students. Of the elementary students served, 89% were students of color, 51% were bi-lingual, and 14% received special education services. 74% of teen reading coaches were students of color.

“This program is more than reading. It is about community building by providing youth the opportunity to give back to their community, and see themselves as mentors to young students.” – Principal

Due to the ongoing COVID-19 pandemic, Team Read provided our programming remotely during for the 2020-21 school year and summer. **The virtual program was fully aligned with our in-person learning goals and objectives, focusing on phonics, sight words and decoding strategies, comprehension, and fluency.** Team Read additionally continued to offer professional development to site coordinators, teen site assistants and reading coaches, offered youth development opportunities for teens, and worked to improve data use in operations for program improvement. 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.



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

IMPACT: READING PROGRESS, SOCIAL/EMOTIONAL GROWTH, AND SUPPORT

Stakeholders noted that while Team Read has a positive impact on reading, student readers also demonstrate improved confidence and growth mindset and develop positive peer support. In addition, more student readers across all programs (full and half-year) reported that they can read challenging books by the end of the year. Within the full year program, more students also reported that they are a good reader and keep trying if they are struggling with a book.

“The relationship that my son formed with his tutor greatly improved his ability to read as a result of the program and the extra help.” – Parent of a Student Reader

STUDENT READERS

Across programs, student readers demonstrated reading improvement. Although the availability of assessment data was greatly impeded by suspended assessments due to COVID, Team Read readers did make significant reading progress and growth. **40% of Seattle students who were at least one grade level behind at the beginning of the year progressed to be at or above grade level at the end of the year.** The most growth among Seattle students occurred for male student readers and for student readers who do not qualify as an English Language Learner (ELL). A large percentage of Highline students (80%) started the program two or more grade levels below proficiency; this declined to 50% by the Spring.

Team Read started last fall with about twice as many student referrals as in the prior year. Due to the variety of challenges families faced during the 2020-21 school year, many of these referred students did not enroll. **While both groups made gains, students participating in Team Read made greater gains than students who were referred but did not participate.** We are looking into why these students did not enroll in effort to better serve them in the future.

READING COACHES

The Team Read model is predicated on the philosophy that the program not only benefits young readers, but also teen reading coaches. For approximately 92% of reading coaches, Team Read represents their first formal job. For 53%, it is their first work experience (others indicate babysitting and yard work for friends and neighbors as their first work experience).

“I learned that I like working with kids a lot, that I can adapt to new situations, and that I can have a positive impact on someone’s life.” – Reading Coach

During interviews and on the surveys, reading coaches, family members of reading coaches, and site coordinators highlighted the following benefits for the teen coaches: 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 teen site assistants, 93% of reading coaches, and 98% of families of reading coaches indicated that teens developed skills they can use in other work settings, now and in the future.**

NEW OPPORTUNITIES & AREAS FOR IMPROVEMENT

Team Read works closely with key stakeholders to evaluate our impact and continuously improve programming. Input we receive through assessment directly impacts the choices we make about program and expansion each year. Below are some of the themes that we will explore further in the next year.

- **Attendance:** For the last three years, Team Read attendance rates have stayed fairly consistent for student readers and have improved for reading coaches. Our goal is to work with schools and families to enroll more students who are referred into the program to ensure we are serving all students who could benefit from one:one reading support.
- **Communication:** Communication with families and schools has been particularly difficult without the opportunity to connect in-person, particularly where language barriers may exist. Parents who responded to our year-end survey indicated they wanted more information on their child’s progress and updates on special programming, as well as reading strategies that can be implemented at home.
- **Benefits of Remote:** Surprisingly, families of student readers said they preferred remote programming because it was accessible to their student and did not require transportation, which was particularly important since many were working from home. Reading coaches also indicated that while they prefer in-person programming, they would like to continue having training and professional development workshops online.