

School Board Briefing/Proposed Action Report



Informational (no action required by Board) Action Report (Board will be required to take action)

DATE: July 26, 2016
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I. TITLE

Team Read (a non-profit) Program Agreement with Seattle Public Schools **For Introduction:** August 24, 2016
For Action: September 7, 2016

II. WHY BOARD ACTION IS NECESSARY

Per Board Policy No. 6114, Gifts, Grants, Donations & Fundraising Proceeds, Board approval is required for acceptance of grants in excess of \$250,000 require Board approval.

III. FISCAL IMPACT/REVENUE SOURCE

The Team Read Non-Profit organization grants the district between \$330,000 to \$375,000 annually to support staff who directly oversee, administer, coordinate and develop the Team Read program within Seattle Public Schools and to pay for related program services.

The revenue source for this motion is N/A.

Expenditure: One-time Annual Other Source N/A

IV. POLICY IMPLICATION

Per Board Policy No. 6114, Gifts, Grants, Donations & Fundraising Proceeds, Board approval is required for acceptance of grants in excess of \$250,000.

V. RECOMMENDED MOTION

I move that the Board authorize the Superintendent to enter into a five-year agreement with Team Read in the form of the draft agreement, and to accept the grant funds from the Team Read non-profit organization, with any minor additions, deletions, and modifications deemed necessary by the Superintendent and to take any steps necessary to implement this action.

VI. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Curriculum & Instruction Committee meeting on August 15, 2016. The Committee reviewed the motion and moved this item forward to the full Board with a recommendation for consideration as amended.

VII. BACKGROUND INFORMATION

Description of Team Read: Team Read is an after school and summer reading tutoring program that partners with Seattle Public Schools to accelerate reading achievement of underperforming second and third grade students and to provide middle and high school students with opportunities to develop work, leadership and life skills through tutoring identified students in the Team Read program. Team Read:

- Pairs underperforming second and third grade readers with trained teen reading coaches for one-on-one tutoring after school and during the summer.
- Partners with elementary schools where more than 50% of the students are low income or where there is a concentration of low-income students.
- Collaborates with teachers to strategically target second and third graders who are reading 1 to 2 years below grade level. Referred students receive 2-3 hours a week of one-on-one structured tutoring from the end of October through mid-May.
- Works closely with district literacy specialists in the development of reading and assessment content used in tutoring session and to train reading tutors.
- Coordinates with the Title I and LAP office to identify the schools where the Team Read program is needed.
- Coordinates with district departments (HR, Legal, Transportation, Child Nutrition Services) to deliver a quality, safe and accessible program at partner schools.
- Recruits, screens, and coordinates the hiring of teen tutors and provides training, coaching, and support needed to ensure highly-effective reading tutoring. In addition to gaining valuable work skills and the satisfaction of changing the lives of children, middle and high school students also gain tangible benefits such as pay, or college savings, or service learning hours.

In 2015-16, 322 second and third graders received tutoring and 430 teen reading coaches participated in the program. To date, nearly 16,000 elementary, middle and high school students have participated in the program.

Origin of Team Read: In 1997, Craig and Susan McCaw, business leaders and philanthropists, were inspired by Superintendent John Stanford to partner with Seattle Public Schools to help close the education opportunity gap for low-income students of color. Believing that reading is the gateway to all learning, they wanted to focus on helping identified students become great readers. The McCaws worked with the District's Reading Programs Manager and her team, who researched and developed the current cross-age afterschool tutoring model—teens tutoring elementary students--- and made an initial million-dollar gift (see Team Read Foundation Historical background—attached) to fund the program services.

Program Design: Key elements of Team Read's program design include:

- Provide one-on-one reading tutoring by screened, trained teen reading coaches using Team Read Framework, leveled texts and leveled guides.
- Serve teacher referred second and third grade students reading a year or more below grade level.
- Focus on foundational reading skills—vocabulary development, phonics, comprehension and fluency.
- Align tutoring materials, curriculum and tutoring training with classroom instruction and the Common Core State Standards.
- Build the work, leadership and life skills of participating teens by providing work experience for which they are compensated (Team Read coaches are recruited from 15 Seattle middle and high schools. After completing an application, securing 3 teacher recommendations and passing a Washington State Patrol background check, coaches receive 5 hours of direct coaching training and continuous on the job support from after-school Team Read staff. Approximately 50% of reading coaches work for Team Read for multiple years.
- Provide hourly pay, service learning hours, or college tuition to compensate coaches. For the college tuition option, coaches receive earnings, plus a 50% Team Read match.
- Supervise and structure the tutoring sessions and provide on-going coaching support from peer site assistants, site coordinators and Team Read program staff.
- Evaluate the program annually to assess program impact and identify areas for program improvement.

Six years ago (prior to the initiation of the District’s Summer Staircase Program), Team Read introduced a 6-week summer reading tutoring program (modeled on the after school program and using many of the same materials) in partnership with Seattle Public Library. Elementary students receive 4 hours of reading tutoring support each week and are provided with free books and other reading materials.

Demographic Profile of Students Served: Over the life of the program, the demographic profile of students served as been very consistent. Approximately 90% of the second and third graders are students of color and 85% of the teen coaches are students of color. For 50% of the second and third graders English is not their first language and 45% of our reading coaches speak another language in addition to English.

District Partnership: Team Read was launched in 1998 as a public/private partnership with Seattle Public Schools. At that time, Team Read provided all of the funding to operate the program and the District provided curriculum development, supervision of the project coordinator, and program operations/logistical support from district departments. In 2011, the Title I/LAP Office began paying directly for teen reading coach hourly pay and transportation home after tutoring sessions for the second and third graders.

Partner Schools: Team Read works with the District leadership to identify elementary schools where there is a significant need for after school reading tutoring and a high percentage of students who are eligible for free/reduced lunch. During the 2015-16 school year, Team Read partnered with the following elementary/K-8 schools: Beacon Hill, Broadview Thomson, Concord, Dunlap, Gatzert, Kimball, Leschi, Lowell, Roxhill, Stevens and Van Asselt.

VIII. STATEMENT OF ISSUE

Team Read’s previous agreement with SPS was approved during the tenure of Superintendent Raj Manhas. Team Read, in consultation with District administrators, determined that an updated agreement should be developed and presented to the School Board for consideration in light of Team Read’s desire to serve more students and schools in Seattle. Staff also want to comply with Board Policy 6114, because grant funds are received and Title I/LAP funds are spent on this program.

IX. ALTERNATIVES

Should the agreement not be approved, the students of Seattle Public Schools would lose a valuable intervention program for our students with the greatest need for after school and summer reading support. District teens would no longer have access to jobs that build their work and life skills.

X. RESEARCH AND DATA SOURCES / BENCHMARKS

The following information is drawn from the *2014-15 Team Read Program Evaluation Highlights provided by MEM Consultants, Mary Murray, Principal:*

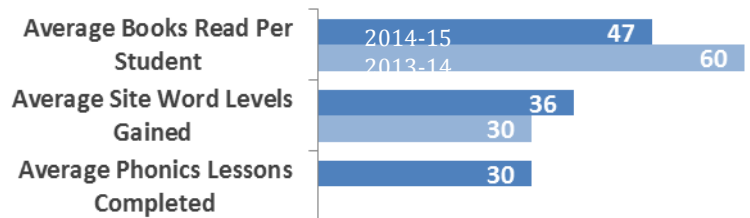
- All stakeholder groups (site coordinators, teen coaches and site assistants, principals and families) consistently reported that Team Read is a high quality program and/or that their experience with Team Read was positive.

Impact on Student Readers

Time with Text

This year, Team Read introduced phonics lessons to the curriculum and Team Read participants completed a total of 6,925 phonic lessons. Team Read students read over 11,508 books, usually three times each. Student readers also achieved over 8,618

new sight word levels during the school year. This averages 47 books read, 36 sight word levels gained, and an average of 30 phonic lessons completed per student. Three out of four families report their child reads at home more often as a result of Team Read, which is consistent with last year.



Reading Skills, Measured by the Teachers College Assessments

To assess reading skill development, Team Read examined the fall and spring Teachers College (TC) scores of regularly attending students¹ (whose teachers shared those scores).

The typical student reader entered Team Read reading at level H, with the typical 2nd grader at level F and the typical 3rd grader at level J or K. This is very similar to the previous year (although a little higher), when the typical student reader entered at level G, with the typical 2nd grader at level F and the typical 3rd grader at level I.

The average Team Read student gained 3.5 TC levels, which is at the high end of the range of what is expected from a typical reader.

- Principals and families credited improvements in student reading skill to Team Read.

- All stakeholder groups – families, principals, referring teachers, coaches and site coordinators – reported that Team Read student readers gain increased enjoyment from reading.

Team Read teens (206 reading coaches and site assistants) completed surveys to rate the ways Team Read has impacted or influenced them; some also participated in a focus group to discuss these themes. The strongest self-reported impacts were in the areas of community service, interpersonal skills, career preparation and personal development. Seventy-six families with a teen working as a Team Read reading coach or site assistant were also surveyed to gain their perspective on the impact of the program on their child.

- This year, 88% of coaches agreed that being a reading coach showed them how to work with different kinds of people and 78% of coaches agreed that their role as a reading coach increased their sensitivity to the feelings of others.
- Similar to last year, 88% percent of coaches agreed that their work with Team Read gave them skills they can use in other work settings, now or in the future.
- 85% of the coaches indicated that Team Read is their first formal work experience, while a higher percentage of parents
- Almost all (96%) families agreed that Team Read has given their child skills they can use in other work settings (compared to 89% in 2014). Most families (90%) noted an increased readiness for future jobs as a result of their teen’s role as a Team Read coach or site assistant.
- When asked what they liked best about Team Read and what they felt their child most gained from the experience, families praised and were appreciative of the work experience and work related skills their child was able to practice in the Team Read environment.
- For 90% of tutors, Team Read taught them to persevere even when things don’t come easily.
- When asked what they liked best about Team Read, almost half of families cited their child’s personal development as the greatest program benefit.

XI. TIMELINE FOR IMPLEMENTATION / COMMUNITY ENGAGEMENT

Upon approval of this motion, the agreement will be signed by the Superintendent.

XII. ATTACHMENTS

- Team Read Non-Profit Historical background (Reference Only)
- Team Read Team Read Program Contract Data Sharing Agreement with SPS (Reference only)
- Team Read Program Agreement (Agreement)Data Sharing Agreement with SPS

o Clarification: The data sharing agreement does not include sharing student confidential data with the teen reading coaches, even though they are employees of Seattle Public Schools.