



Tulalip Charitable Contributions Funds Distribution Report

NAME OF AGENCY: Team Read

ADDRESS: P.O. Box 94042, Seattle, WA 98124

CONTACT: (206) 252-0136; www.teamread.org

GENERAL GOALS: Team Read helps 2nd and 3rd grade students become great readers by providing them with intensive, one-on-one tutoring. Each September, teachers refer elementary students to the program who are reading a year or more below grade level. These student are paired with dedicated teen reading coaches for the school year.

SPECIFIC USE FOR THIS AWARD:

In 2013/14, Team Read served 368 2nd and 3rd grade readers at 11 elementary schools. 120 current Team Read students, students who entered Team Read in the fall, and students referred by branch librarians also participated in the six-week summer session, a program we have piloted for two years in collaboration with Seattle Public Library (SPL) designed to prevent summer reading loss.

We employed 430 teen reading coaches in 2013/14, and an additional 65 reading coaches in the summer. Forty of the summertime coaches worked in the SPL pilot program and an additional 25 reading coaches were hired by SPS to participate in the District's summer school. In fact, SPS' summer school staff were so happy with their teen reading coaches that the District wants to again hire our reading coaches for the 2015 summer school.

For more information regarding the specific uses of the award, see the following pages from Team Read.



December 20, 2014

Code: Q1 2014 14.2

ATTN: Marilyn Sheldon
Tulalip Tribes Charitable Fund
8802 27th Avenue NE
Tulalip, WA 98271

Dear Ms. Sheldon -

Team Read would like to thank the Tulalip Tribes Charitable Fund for their generous support in 2013/14. Your support has helped Team Read continue to grow and adapt our services to the changing needs of students in Seattle Public Schools (SPS).

Total Number of People Served

In 2013/14, Team Read served 368 2nd and 3rd grade readers at 11 elementary schools. 120 current Team Read students, students who entered Team Read in the fall, and students referred by branch librarians also participated in the six-week summer session, a program we have piloted for two years in collaboration with Seattle Public Library (SPL) designed to prevent summer reading loss.

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Evaluation Results

Our independent evaluators have recently completed Team Read's 2013/14 program evaluation, which includes Teacher's College Running Records and Measures of Academic Progress (MAP) data. We recognized an accuracy issue in the MAP data earlier this fall, and are working with SPS to obtain the correct MAP data to include in the 2013/14 program evaluation. We will be happy to provide updated MAP results when they become available in early 2015.

Below are some key results from 2013/14 that demonstrate the unqualified success of our program:

- The average increase in reading level for all Team Read students was four levels, based on Fall 2013 to Spring 2014 Teacher's College assessments - exceeding what could be expected of typical student gains.
- 93% of parents and teachers reported an increase in students' reading skills.
- On average, 92% of families, referring teachers, site coordinators, site assistants and reading coaches reported Team Read to be a high quality program and a positive experience. 93% of site coordinators and 97% of families agree that students became better readers as a result of Team Read.



- In addition to technical reading skills, we place high importance on the effect we are able to have on a child's habits and lifestyle in the longer term. It is critical to help students with a history of reading difficulty gain reading confidence, and importantly, to increase their motivation to read and their enjoyment of reading. 73% of parents reported an increase in their child's motivation to read at home. Also, 84% of parents report that reading is more fun for their child.

- We know that Team Read's program is an investment in the nearer-term workforce economy as our teens transition to adulthood. Team Read provides teenagers with meaningful work and volunteer experience supporting their academic growth, leadership development and commitment to community service. Team Read is continually working towards deeper evaluation of the impact our program has on teen reading coaches, and in 2013/14 have seen excellent results. Ninety one percent (91%) of reading coaches agree that Team Read gave them skills that transfer to other work settings now or in the future. One coach wrote, "the most important thing that I learned was that I can make a difference and have fun at the same time."

To measure the impact our summer program has on the prevention of summer reading loss/support of reading growth, we introduced the Scholastic Reading Inventory (SRI), a widely used measure of reading growth. We are excited to report that 86% of the students for whom we had pre and post SRI results for actually gained in reading skills over the course of the six week program.

Ongoing CCSS Alignment

Team Read's curriculum has traditionally focused on three critical areas of reading instruction: vocabulary, fluency and comprehension. With the adoption of Common Core State Standards (CCSS) in 2014/15, our curriculum is being revised to include substantial phonics and phonemic awareness components as well as expanded comprehension strategies and a greater focus on comprehension of non-fiction and instructional texts.

Alignment to CCSS began in 2013/14; a grant from the Target Foundation enabled Team Read to hire a literacy specialist to lead tutoring curriculum training revisions in 2013/14. The same grant enabled us to expand our leveled libraries to include 50% nonfiction and informational texts. In 2014/15, reading coaches have begun using the new CCSS aligned tutoring curriculum, and we are also establishing a multi-tiered support framework to support struggling students in accelerating their reading gains so they can meet new grade level standards.

Please enjoy the attached photos, and also *Jack's Story*, an story about Jack Khuu, who has been tutoring for Team Read for 5 years, that conveys the profound impact that Team Read has on both students and teen reading coaches. Again, thank you very much for your support of Team Read, helping us in our work to close the achievement gap and provide brighter futures for our children in need.

Sincerely,

A handwritten signature in black ink, appearing to read "Maureen Massey".

Maureen Massey, Executive Director
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206.252.0136 (ph)
www.teamread.org

Team Read Grant Report December 2014

(Photos—attachment)



Lauryn (3rd grade) and her reading coach, Karrington (12th grade)

Karrington was in Team Read when she was in 2nd grade and she says that, "Lauryn reminds me of myself when I was little. I was easily discouraged and got upset when I couldn't read. I remember how patient my Team Read tutor was with me, and I try to be patient and make it fun for Lauryn."



Biruk (2nd grade) and Kenji (9th grade)

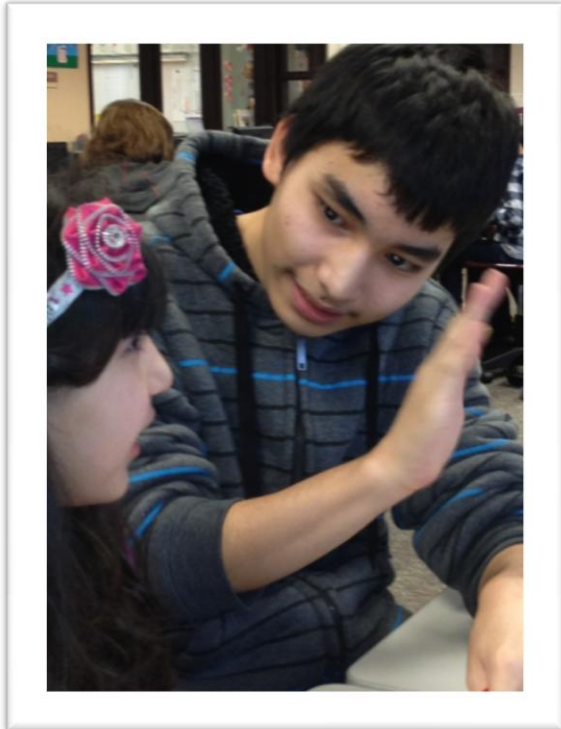
Kenji says, "My student gets discouraged pretty easily so I try and make it fun for him."

This is Kenji's 2nd year as a Team Read reading coach.



Samia (10th grade) and her student, Ocean (2nd grade)

This is Samia's 2nd year as a Team Read reading coach and she loves working with Ocean, even though, *"it can be a really challenging job sometimes if your student doesn't want to read."*



Sasha (3rd grade) and Justice, (10th grade)

Justice was in Team Read when he was in 2nd and 3rd grade and he is glad to be back as a reading coach. *"Team Read helped me a lot and now I'm giving back."*

我的姓名是Jack Khuu, 我是中國移民第一代在美出生的孩子

My name is Jack Khuu and I'm a first generation Chinese American. I am a senior at Franklin High School.



Team Read is a really important program. I know because I was in Team Read when I was learning to read in second grade.

Team Read came at an important time in my life. At home, my parents and grandparents spoke Cantonese. None of our books were in English. When the TV was on, it was always on a Chinese-language channel.

When I tried to read in school, English looked weird. The alphabet made no sense. A lot of letters made more than one sound, and I never knew which sound to make when I read.

I saw the books that other students were reading, like Harry Potter and the Magic Tree House series, and it made me jealous.

In Team Read, I worked with a few different tutors, but the one I remember most was a guy from Franklin High School who liked to tell jokes. He asked me questions like: "Why did the chicken cross the road? And how many cats does it takes to screw in a light bulb?" I never really understood.

American jokes were confusing, but my tutor kept trying to entertain me. He didn't treat me like a student; he treated me like a little brother.

Looking back, I probably wasn't the easiest kid to tutor. If I didn't like a book, I was quick to criticize it. When I did read, my voice was so quiet, my tutor couldn't even hear me.

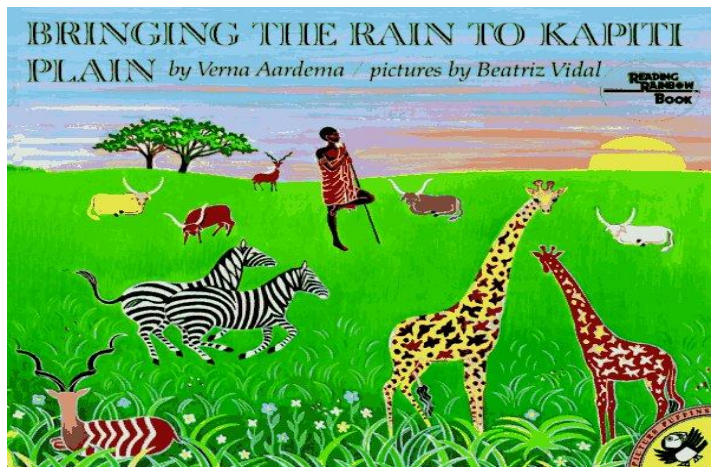
One day, my tutor took out a book called "Bringing the Rain to Kapiti Plain."

It's about a legend in Kenya where a warrior brings rain to the countryside by shooting an arrow into a storm cloud. The book had great pictures, but there were too many words.

"I can't read this," I told my tutor.

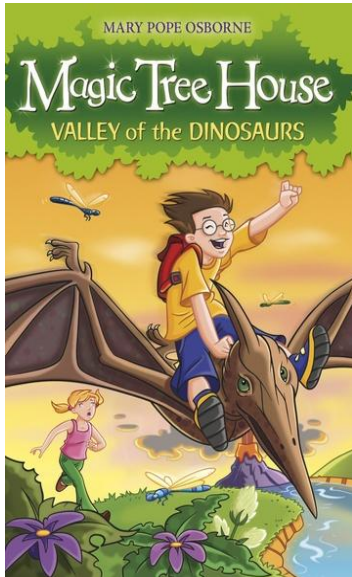
"Just try the first couple lines," he said.

I was surprised to find out that the lines in the book all rhymed. The book had the



same rhythm as another book called "This is the House that Jack Built." My tutor helped me sound out difficult words. He pointed to pictures in the book when I needed clues. He asked what I would do with a magic arrow. He asked lots of questions as we read.

I really loved that book and I read it over and over. "I knew you could do it," my tutor said. "What do you want to read next?"



"Magic Tree House!" I told him. "But it's way too hard."

"Let's do this," he said. "I'll read to you for a while, then you can read some words to me."

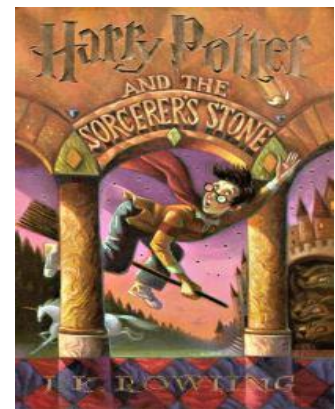
I was so excited to read Magic Tree House, I agreed. My tutor read to me, then I started to read some sentences to him. After a while, I was reading entire pages by myself. "That's great," said my tutor, "Now read a little louder."

I didn't feel comfortable reading to someone else. I didn't want him to hear me mess up words or get the grammar wrong.

"Okay," said my coach. "We'll come back and read it again later."

I loved the book so much, I was happy to read it again, and every time I read it, my voice got louder.

We worked together in Team Read all year, and I kept trying harder and harder books. When the new Harry Potter book came out, I borrowed a copy from the library. I read it, then I read all the rest of the books in that series. For the first time, reading was fun.



A few years later, when I got to eighth grade, a representative from Team Read came to my school.

He said that 8th graders could apply to be tutors in Team Read.

I jumped at the chance to become a reading tutor for a little kid.

My student was a boy from Ethiopia named Yakub.

Yakub was so shy, he couldn't even look me in the face. He was way behind the

other readers in his class, and I noticed that he was too bashful to make friends with his classmates. At our first session together, I pulled out that book about the warrior and the rain cloud. When Yakub refused to look at the book, I told him not to worry about the words. I told him to look at the pictures instead.

We looked at the pictures and we looked for clues about the story. We asked each other silly questions. I tried to do everything my tutor did with me, to make Yakub comfortable.

“I want to keep reading,” he finally said.



If Team Read didn't exist, I never would have met my tutor at Thurgood Marshall.

I never would have tried the books I love so much.

After school, I would've gone home to watch TV or play video games. I never would have learned to love reading and I never would have introduced my student to books that got him excited to read as well.

This year, I'm back as a Team Read tutor for my fifth year. I'm also starting my senior year at Franklin with a 4.0 GPA.

I plan to attend the University of Washington next fall to get my degree in technical engineering. And I'm proud to report that I still read a lot and I now do my homework all the time.