EVERY 1 READS MENTORING PROGRAM

Every 1 Reads

2010-2011

Evaluation

Dr. Allene Gold
Connie Cameron
Abdul Sharif
JCPS Volunteer Talent Center

Judi Vanderhaar, PhD
Paul Klein, PhD Candidate
JCPS Research & Planning

November 2011

Executive Summary

The Program: The *Every 1 Reads* literacy initiative that began in 2003 represents a partnership between, JCPS, the city of Louisville, and Greater Louisville Inc. to strengthen the literacy skills for Louisville area struggling readers. The evaluation includes quantitative and qualitative data to help understand the operations and impacts of the weekly tutoring/mentoring component of *Every 1 Reads.*

The Participants: A total of 921 students were identified by their school as having participated in the program. These students represent 80 JCPS schools.
- 90% are in elementary
- 58% are male
- 62% are minority
- 81% receive free/reduced lunch.

Student Perceptions: Student survey results revealed positive student perceptions:

- 96% said they liked their reading tutor

- 89% of students definitively agreed that meeting with their reading tutor helped improve their reading

- 85% affirmed that their reading tutor made them feel like they were special

Volunteer Perceptions: Volunteer survey results revealed positive experiences:

- 94% of volunteers say they have a positive relationship with their student

- 84% of the volunteers perceive that their student's reading abilities and self-confidence improved since the tutoring began

- 90% say the school provides a welcoming environment

- Many would like increased communication with teachers and parents

Teacher Perceptions: Teacher survey results demonstrated alignment with student and volunteer perceptions:

- 95%agree that it is a valuable program

- 90% of the teachers agree that their students' attitude toward reading has improved since tutoring began

- 88% of teachers wish they had additional mentors for other students

Reading Achievement:

- 40% of students increased in reading proficiency level, 30% experienced no change, and 30% decreased in level
    - 8th grade students had statistically significant gains in reading index

- The percent of *Every 1 Reads* novice scoring students decreased by 14% while the control group decreased by 4%

Recommendations:
- Systematize documentation of participation
- Facilitate communications between volunteers, coordinators, teachers and parents
- Conduct follow-up volunteer trainings
- Re-examine targeting of students
- Recruit additional male and minority volunteers
- Ensure process of intervention where there volunteer student match is not a "good fit"

Table of Contents

Introduction

Literacy skills form the foundation of a child's learning and academic development. The *Every 1 Reads* literacy initiative is a partnership between, JCPS, the city of Louisville, and Greater Louisville Inc. to strengthen the literacy skills for Louisville area struggling readers.   The core of the program includes working with volunteers from the local community. The funding provided for *Every1Reads* also supported many core literacy curriculum programs still used in JCPS with the intent on helping all JCPS students read on grade level or above. This report is only focused on the tutoring/mentoring component of *Every 1 Reads.*

The Program

Before visiting the school for the first time, volunteers are trained by the school district about their roles and responsibilities. After the training, volunteers travel to an assigned JCPS school every week and read one-on-one for 30 minutes with their student. The weekly tutoring takes place in the school library or other appropriate locations conducive to reading. Since its inception in 2003, over 10,000 volunteers have not only helped students raise their literacy skills up to grade level, but have also inspired confidence, motivation, and affection for reading in these struggling students.

"My mentor is kind and patient. He helps me figure things out."

-4th grade student

Volunteer Training

A critical component of the *Every 1 Reads* program is volunteer training. The two-hour, one-time training teaches prospective volunteers the JCPS approach to guided reading, the "Before, During, and After" approach to text. This approach helps students to make inferences about the text prior to reading, to comprehend the text while reading, and make further predictions about the text after reading. The guided reading approach is the same for all grade levels. However, volunteers wishing to be matched with middle and high school students receive additional Mentor training. Mentor training is designed to improve both the academic and social success of middle and high school students. Mentor training includes information on age-appropriate characteristics of the youth to be served, basic communication strategies, and establishing a positive rapport.

Evaluation Objectives and Questions

Evaluation Objectives

The first evaluation effort to assess the impact of the *Every1Reads* tutoring program on participating students began with the 2010 – 2011 school year. In alignment with the goals of *Every 1 Reads*, the objectives of this evaluation are (a) to describe the program dynamics and participating students, (b) assess the perceptions of the program and its impact from the students, volunteers and teachers of participating students, and (c) examine the impact of the program on the impact of the program on participating student reading achievement scores.

Evaluation Questions

Based on the evaluation objectives, the evaluation questions about the program and its impact are as follows:

1. What are the demographic and academic characteristics of the *Every1Reads* participating students?
2. What are the perceptions of the participating students on the dynamics, impact and value of the program?
3. What are the perceptions of the participating volunteers on the dynamics, impact and value of the program?
4. What are the perceptions of the teachers of participating students on the dynamics, impact and value of the program?
5. Is there alignment among the students, volunteers and teachers perceptions about the program?
6. What are the reading achievement scores of participating students, and how do they compare with similar students that are not participating in the program?

Methodology, Data Collection and Analyses

The evaluation was designed to employ both quantitative and qualitative research methodology, and includes the use of a comparative group research design for analysis of reading achievement. The Volunteer Talent Center collected the names of participating students from the *Every 1 Reads* coordinators at participating schools. Extraction of existing district and state data was used to determine participant demographics and reading achievement change.

Surveys were administered to volunteers, teachers and participating students to capture the perceptions of the key program participants. A stratified random sampling procedure based on school need level was used for student and teacher survey administration. The data analyses includes descriptive statistics (frequencies, means) for demographic, achievement and survey data and inferential statistics (Analysis of Co Variance) for analysis of achievement data with comparison group. Analysis of survey data also included coding for themes generated from the open-ended items.

Participants

Data were available on a total of 921 students that participated in *Every 1 Reads*. Student participation data were obtained by the Volunteer Talent Center in Fall 2010. The Volunteer Talent Center contacted *Every 1 Reads* coordinators at participating schools and obtained a list of participating students from each coordinator. *The volunteer Talent Center received a total of 921 student names from 80 schools. Of the 80 schools that submitted student participant names, 69 (86%) were elementary schools, 6 (7.5%) were middle schools and 4 (5.0%) were special/alternative schools. One high school submitted one student name.

> **Research Question 1: What are the demographic and academic characteristics of the *Every 1 Reads* participants?**

Demographic Characteristics: As shown in Table 1, the data reveal that the program is serving students who can benefit from the academic and social support that reading tutors provide. The majority of participants were in elementary school (90%), received free/reduced lunch (82%), and over half of the participants are minority (63%).

Table 1. Non-Academic Characteristics of *Every 1 Reads* Participants (N=921)

Gender	N	%
Male	532	57.8%
Female	389	42.2%
Ethnicity		
African-American	479	52.0%
White	344	37.4%
Latino/Latina	52	5.6%
Other	46	4.9%
Lunch Status		
Free/Reduced Lunch	753	81.8%
Paid Lunch	168	18.2%
Grade		
Kindergarten	119	12.9%
First	146	15.9%
Second	199	21.6%
Third	167	18.1%
Fourth	118	12.9%
Fifth	80	8.7%
Elementary School Total	**829**	**90.1%**
Sixth	25	2.7%
Seventh	38	4.1%
Eighth	28	3.0%
Middle School Total	**91**	**9.8%**

Eleventh	1	0.1%
High School Total	**1**	**0.1%**
Grand Total	921	100%

Academic Characteristics: As shown in Table 2 and a quarter of participants (24%) are receiving special education services, and 10% speak English as a Second Language (ESL) or are Limited English Proficient (LEP). Of the 921 students 277 had KCCT reading test scores in 2010 as only students in grades 3-8 and 10th are tested in reading. Of these students, 32% scored Novice at the end of 2010. For 1st and 2nd grade students, 64% scored below grade level at the beginning of the 2011 school year.

Table 2. Academic Characteristics of Every 1 Reads Participants

Special Education Status (n=921)	N	%
ECE (Special Education)	221	24.0%
Non ECE	700	76.0%
English as a Second Language/Limited English (n=921)		
ESL	36	3.9%
LEP	61	6.6%
Non- ESL/LEP	824	89.4%
2010 KCCT Reading Levels (n=277)		
Novice	90	32.4%
Apprentice	120	43.3%
Proficient/Distinguished	67	24.2%
Diagnostic Reading Level 1st and 2nd Graders (n=309)		
Below Grade Level	197	63.7%
On Grade Level	72	23.3%
Above Grade Level	40	12.9%

*It is important to note that it is likely that there are additional students that were served but whose names were not turned in due to (a) the large gap between the number of volunteers and number of students reported, and (b) this was the first attempted coordinated effort to collect student level information from all schools by the Volunteer Talent Center and there were challenges in gathering the student names and ID numbers from coordinators.

Survey Sample Description: Due to the large number of schools and the additional burden survey administration places on the schools particularly at the end of the school year, a stratified random sample of participating schools were selected from which to survey participating students and teachers of participating students. The schools were first divided into groups based on student demographic composition (using the need index based on multiple variables) and randomly selected within each group. The sample included approximately 20% of all JCPS elementary schools. Two additional schools at the middle school level with a significant number of *Every 1 Read* volunteers were also included in the sample. A total of 20 schools

administered surveys to students that are participating in the *Every 1 Reads* program for a total sample of 289 students. The schools and number of students surveyed are listed in Table 3.

Table 3. Schools Sampled for student and teacher surveys (n=289)

School	N student surveys
Greenwood	33
Bowen	30
Engelhard	26
Medora	24
Coleridge Taylor	22
Field	22
Atkinson	18
Fern Creek	15
Wilder	13
Johnson Middle	12
Zachary Taylor	12
Bates	10
Meyzeek Middle	9
Rangeland	9
Stonestreet	9
Indian Trail	7
Shelby	6
Shacklette	5
Tully	4
Coral Ridge	3
Total	**289**

As shown in Table 4, the demographic percentages of the student sample population (n=289) are proportional to the population of participants that data were available for (n=921) indicating that that the survey sample is representative of the participants.

Table 4. Demographic characteristics of student survey respondents

	Survey Sample (n=289)	Participant Population (n=921)	Grade		
				Survey Sample	Participants
Gender			Kindergarten	16.6%	12.9%
Male	56.1%	57.8%	First	12.8%	15.9%
Female	43.9%	42.2%	Second	19.7%	21.6%
Race			Third	15.2%	18.1%
African-American	48.4%	52.0%	Fourth	15.9%	12.9%
White	42.6%	37.4%	Fifth	10.0%	8.7%
Latino/Latina	4.5%	5.6%	Sixth	5.2%	2.7%
Other	4.5%	4.9%	Seventh	1.4%	4.1%
			Eighth	1.4%	3.0

Evaluation Results

Student Survey Results

The students were asked to respond to items related to their experience with their Every 1 Reads tutor/mentor on a 3 point scale (1=yes, 2 = a little bit, 3= no). The items were centered on reading attitudes and ability, self confidence, school attendance, and their relationship with their tutor/mentor.

> **Research Question 2: What are the perceptions of the participating students on the dynamics, impact and value of the program?**

As shown in Table 5, the majority of students definitively agreed that meeting with their reading tutor helped improve their reading (89%) and helped improve how they feel about reading (73%) while 22% said meeting with their reading tutor helped "a little bit" to improve how they feel about reading.   The majority also agreed that meeting with their tutor helped improve how they feel about themselves

"She [my mentor] was very fun and also she cared about me"

-2nd grade student

"My mentor is always is nice to me when I don't know the word. We always have fun together."

3 grade student

(77%) and made them want to come to school (70%). Finally, the vast majority (96%) said they liked their reading tutor and 85% affirmed that their reading tutor made them feel like they were special.

"I liked that we would read together like friends"

–2nd grade student

Table 5: Student survey results (n=289)

Survey Item	% Yes	% A little bit	% No
Reading Improvement			
Meeting with my reading tutor helped me improve my reading	88.6%	9.3%	2.1%
Meeting with my reading tutor helped me improve how I feel about reading	73.4%	22.5%	4.2%

Overall Self-Confidence and School Attendance			
Survey Item	% Yes	% A little bit	% No
Meeting with my reading tutor helped me feel better about myself	77.5%	14.2%	8.3%
Having a reading tutor made me want to come to school	70.1%	17.7%	12.2%
Relationship with Tutor			
I like my reading tutor	96.2%	2.8%	1.0%
My tutor made me feel like I am special	85.5%	10.0%	4.5%

In order to ascertain the regularity and consistency with which the tutors met with their students, the students were asked if they met with their reading tutor once per week. As shown in Figure 1, while the majority (91%) said yes, 9% indicated they did not meet on a weekly basis.

Figure 1: Student survey result regarding weekly meeting with tutor (n=289)

I met with my reading tutor once per week

91.5%

8.5%

yes   no
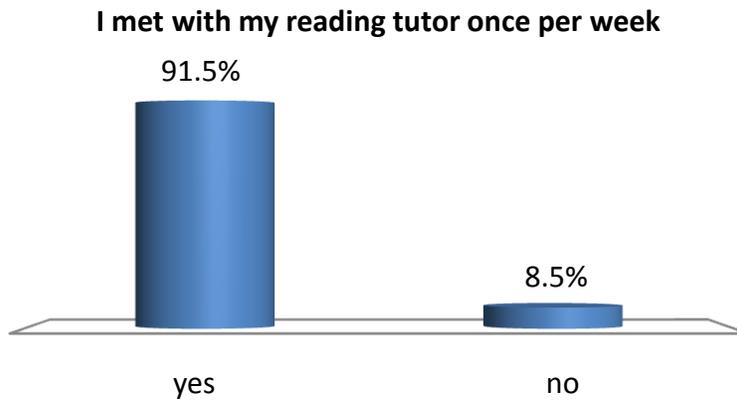
The students were asked two open-ended questions to provide an opportunity to express what they liked most about their mentor and what they think could be improved. The responses were coded for emerging themes. A large majority of students shared that they enjoy having extra help, learning new vocabulary words and being with a caring adult. They also overwhelmingly expressed a desire to spend more time with their mentor.

What did you like most about reading with your mentor?

➢ Having extra help with reading: Help with new words, sounding out, reading at a higher level; Taking turns reading

> *"I like when I would read one page and she would read the other"*

➢ Learning new vocabulary words
➢ Reading new books
➢ Not worried about being judged if they mess up
➢ Being with someone who is caring and nice

What would you like to be different?

➢ More visits from tutor. Many students responded they would like to see their mentor everyday or at least more than once per week.

➢ Several students expressed a desire to read specific books (e.g., Diary of a wimpy kid, chapter books) or play reading games.

➢ Several student comments indicated an internalized negative self concept of their current academic abilities, and explicated their desire and hope to be better readers and "be smarter."

Volunteer Survey Results

> **Research Question 3: What are the perceptions of the participating volunteers on the dynamics, impact and value of the program?**

The volunteers were asked to respond to items related to their experience with the *Every 1 Reads* program on a 5 point scale (from strongly disagree to strongly agree). A total of 325 volunteers completed a survey at the end of the 2010-11 school year. The Volunteer Talent Center sent emails with survey links and also mailed out a hard copy for those volunteers without access to the internet. Approximately 18% took the survey via mail, while the other 82% completed the survey online. As shown in Table 6, the majority of volunteers are female (75%), White (83%), and are working with elementary students. Approximately 19% work with more than one student in different grades.

> *"It has been a very rewarding experience to help a child learn to love reading."*
>
> *-Volunteer*

Table 6. Demographics of the Volunteers that completed the survey (N=325)

Gender	
Male	24.7%
Female	75.3%
Ethnicity	
African-American	12.3%
White	82.5%
Latino/Latina	0.6%
Other	4.6%
Grade of student(s) they tutor	
Kindergarten	6.8%
First	13.8%
Second	16.3%
Third	16.6%
Fourth	13.8%
Fifth	5.8%
Sixth	3.4%
Seventh	2.2%
Eighth	2.2%
Ninth	0.3%
Multiple Grades*	18.8%

*Those that listed multiple grades are nearly all in Elementary

As shown in Table 7, over 80% of the volunteers perceive that their student's reading abilities and attitude towards reading improved since the tutoring began and nearly all expressed they have a positive relationship with their student. In terms of the school environment for tutoring, while the vast majority (over 90%) agrees that the school where they tutor provides a welcoming environment, only 60% agree that the coordinators offer them ongoing assistance. With respect to training, 73% agreed that the training they received was helpful and 63% said they use the specific "before, during and after" strategy that is a focus of the volunteer training.   Over 90% of the volunteers agree that their experience in the Every 1 Reads program has been a positive and valuable experience.

"This is a great program that is often the highlight of my week"

-Volunteer

Table 7. Volunteer Survey Results (N = 325)

Survey Item	% Agree	% Neutral	% Disagree
Perceived impact of tutoring			
The reading skills of my student in Every 1 Reads have improved since tutoring began	84.2%	12.6%	3.1%
My students attitude toward reading has improved since the tutoring began	82.8%	14.0%	3.2%
The self-confidence of my student has improved since the tutoring began	84.0%	14.0%	2.0%
My students and I have a positive relationship	94.4%	4.4%	1.2%
School environment/support			
The school where I tutor provides a welcoming environment	90.8%	6.3%	2.9%
The Every 1 Reads coordinator at the school offered ongoing assistance (e.g., provided my students and me with grade-level appropriate books and other materials)	60.0%	24.0%	16.0%
Training			
The training I received for Every 1 Reads has been helpful in my tutoring	73.4%	21.5%	5.1%
I used the before, during, and after reading activities I learned about in training	63.1%	27.0%	9.9%
Value of Experience/Program			
Serving as an Every 1 Reads volunteer has been a positive experience	93.9%	3.2%	2.9%
Every 1 Reads is a valuable program	94.4%	3.8%	1.8%
I plan to volunteer as a tutor/mentor during the 2011-12 school year	87.0%	8.9%	4.1%

Similar to the student response to the question about the consistency and regularity of meetings, 91% of the volunteers said that they meet with their student on a weekly basis as shown in Figure 2.

Figure 2: Volunteer response to meeting regularity question (N=325)

Did you meet with your student weekly?
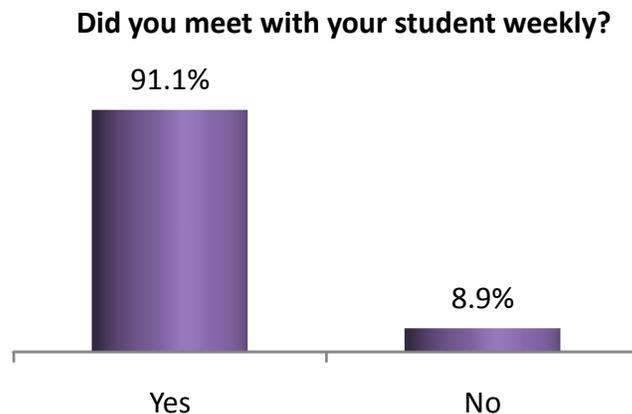
The volunteers were asked one open-ended question and space for general feedback to provide an opportunity to express areas for program improvement. The responses were coded for emerging themes found below:

How can the program better meet your needs as a volunteer working with students?

➢ Need increased availability of and access to books and other materials, resources (online, puzzles) that are of the appropriate grade/reading level for students

➢ Increased communication with teachers and other relevant school staff about mentor role, scheduling issues, student needs and student progress

➢ Many requested more time with students noting that 30 minutes didn't seem long enough

➢ Have program for the full school year (beginning to end of school year)

➢ Designated spaces at schools for reading time

➢ If assigned student with disabilities make sure they have training

➢ Follow up trainings

Comments/Feedback or suggestions:

There were no themes that emerged from this question but below are several pertinent comments from volunteers:

➢ *"This year my school changed the process for getting the student out of class for our reading sessions. Now we actually go to the classrooms to pick up our buddies. This significantly improved communications between teachers and reading tutors and had a positive impact on the effectiveness of the program. In previous years, it was common to never have any contact between a student's teacher and reading buddy. This year I got many more suggestions from teachers on what to work on with individual students."*

➢ *"I look at this program as a snowball going down the hill. The more a struggling student reads, the better they get, the more they want to read, the better they get and so on."*

➢ *"Make sure that the parents of the students in the program always know what is going on. I believe my students' teachers (over the years I have been volunteering) have made great efforts to keep parents aware. Perhaps there needs to be more specific communication between the program coordinator and parents although I admit that I do not know how this interaction is working at present."*

Teacher Survey Results

Research Question 4: What are the perceptions of the teachers of participating students on the dynamics, impact and value of the program?

The teachers were asked to respond to items related to their experience with the *Every 1 Reads* program on a 5 point scale (from strongly agree to strongly disagree). Teachers in the schools that were sampled were sent an online survey to complete. A total of 59 teachers responded from the 20 schools. Table 8 identifies the grade levels of the teachers with participating students that responded to the survey.

"The relationships built between the students and the mentors is priceless for my kids" – JCPS teacher

Table 8. Grade level of teachers with participating students that responded to survey (N=59)

Grade of teachers with participating students	%
Kindergarten	18.6%
First	18.6%
Second	16.9%
Third	6.8%
Fourth	20.3%
Fifth	10.2%
Sixth	1.7%
Seventh	1.7%
Eighth	1.7%
ECE	3.4%

The teachers that responded to the survey responded positively to the survey items. Similar to both the students and volunteers, the teachers of participating students agree that the program is helping improve the students reading skills and attitudes towards reading.

As shown in Table 9, almost 90% of the teachers agree that their students' attitude toward reading has improved since tutoring began, and almost 85% agree that the reading skills have improved as a result of the

"Each of my 3 students were behind by one grade level at the start of the year and now they are on grade level!" – JCPS teacher

tutoring. The majority of teachers also agree that their students look forward to their tutoring session (89%) and meet regularly with their assigned students (86%). The vast majority agree that it is a valuable program (95%) and wish they had additional mentors for other students (88%).

Table 9. Teacher survey Results

Survey Item	% Agree	% Neutral	% Disagree
Perceived impact of tutoring			
The reading skills of my student(s) in Every 1 Reads have improved since tutoring began	84.7%	13.6%	1.7%
My student(s) attitude toward reading has improved since the tutoring began	89.8%	8.5%	1.7%
The self-confidence of my student(s) has improved since the tutoring began	84.7%	13.6%	1.7%
Mentoring Sessions			
My students(s) look forward to their tutoring session	89.7%	6.9%	3.4%
The tutors met regularly with their assigned students	86.4%	3.4%	10.2%
Value of Program			
I wish there were additional mentors for other students in my class	88.1%	6.8%	5.1%
Every 1 Reads is a valuable program	94.9%	3.4%	1.7%

As shown in Figure 3, 11% of the teachers noted that the mentors/tutors were inconsistent in their meetings with the students, while 89% said the mentors met weekly with their students. This matches both the student and volunteer responses.

Figure 3. Teacher response to regularity of mentor visits

About how often did your students meet with their mentor?
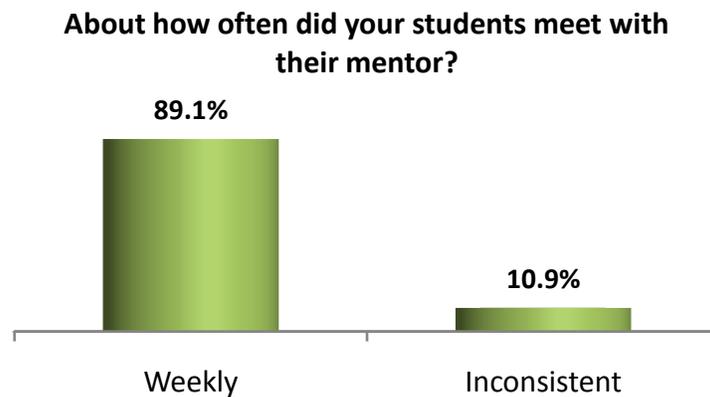
The teachers were asked one open-ended question regarding the most valuable aspect of the program and space for general feedback to provide an opportunity to express areas for program improvement. The responses were coded for emerging themes found below:

What do you think is the most valuable aspect of Every 1 Reads?

- Additional reading time for students (especially those who don't read at home)
- Having a one-on-one mentoring/tutoring who provides undivided attention
  "The one on one attention makes a big difference in the confidence and attitude of my students"
- Targeted assistance with the development of reading skills
- Builds self-esteem
  "It gave my students extra time to work on developing reading strategies used in the classroom. This improved their overall confidence and encouraged them to read during free time."
- Improves students reading comprehension and fluency
- Building strong relationships
- Positive reinforcement
- Represents true community involvement

Comments/Feedback/Suggestions:

- Several teachers expressed concern about the volunteer's lack of consistency in showing up to read and how it impacted the students.
  "Consistency is imperative! I had high school Every 1 Read tutors, and they were not consistent - which caused heartache for the 4th/5th graders."

- Several teachers suggested more male mentors are needed

Survey Comparison Analysis

> **Research Question 5: Is there alignment among the students, volunteers and teachers perceptions about the program?**

A comparison of similar survey items were explored to determine differences and alignment of perceptions regarding impact and value of the program. As shown in Table 10, while the majority of students, volunteers and teachers agree that the program has had an impact on reading and self confidence, a larger percentage of students responded affirmatively than did the volunteers and teachers. This suggests that overall a larger percent of the students see even greater value in the program than the percentage of adults.

Table 10. Comparison of Survey Results

Perceived impact of tutoring on reading and self confidence	% Students Agree	% Volunteers Agree	% Teachers Agree
Students' reading skills have improved since tutoring began	97.9%	84.2%	84.7%
Students' attitudes toward reading has improved since tutoring began	95.9%	82.8%	89.8%
Students' self confidence has improved since tutoring began	91.7%	84.0%	84.7%
Program Implementation and Value			
The tutors met regularly with their assigned students	91.0%	91.1%	86.4%
The program provides a positive experience	95.5%	93.9%	89.7%

> **Research Question 6:** **What are the reading achievement scores of participating students, and how do they compare with similar students that are not participating in the program?**

Kentucky Core Content Test (KCCT) Reading Achievement

The reading scores for participants were analyzed several ways. Overall, looking at any changes between 2010 and 2011 in performance proficiency levels (e.g., moving from novice to apprentice, or novice low to novice high) the figure below illustrates the percentages of participants and direction of change. As shown, 40%of participants increased, 30% experienced no change, and 30% decreased. It is important to note that the majority of students that showed a decrease in performance level were moving from elementary to middle school. Additional data by grade level in this section explicates these differences.

Change in KCCT Proficiency Level from 2010 to 2011
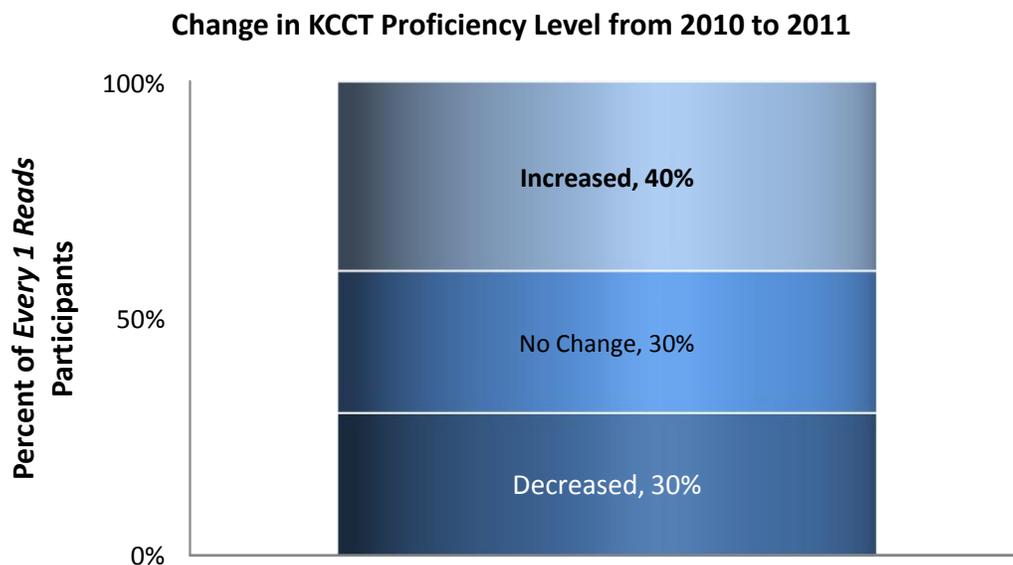
An analysis was conducted to compare change in reading achievement for students that had an *Every 1 Reads* tutor/mentor during 2010-11 with non- *Every 1 Reads* students. The participating students were matched with non-participating students on the following characteristics: school, grade level, race, gender, lunch status, and previous *Kentucky Core Content Test* reading level. Of the 921 students, 456 were in a reading tested grade [grades 3- 8, 10] in 2011. To accurately account for changes in proficiency levels of participants, KCCT data was analyzed for participating students that were in the reading tested grades in

both 2010 and 2011. Although the students were matched one to one on school, demographic variables and 2010 reading achievement for the 456 students with 2010 test scores, when selecting only those with both 2010 and 11 scores, the sample size dwindled to 259 and the 2010 proficiency levels are different overall for the groups. An analysis of Covariance (ANCOVA) was conducted using the 2010 reading index as a covariate to control for this difference and it was statistically significant (p=.006).

When looking at changes for both groups overall in terms of students reading on or above grade (i.e., reduction of novice) findings reveal a larger increase in the percentage of students reading on or above grade level for *Every 1 Reads* students than their non- *Every 1 Reads* counterparts. The change for total group was 4.6% for *Every 1 Reads* and .07% for the control group. When looking at just the reduction in novice within each original novice scoring group, there was a reduction of Novice *Every 1 Reads* group by 14% and a reduction of 4% for the control group.

Table 11. Changes in reading level from 2010 to 2011 on KCCT Reading for Participants and Control students

Every 1 Reads PARTICPANTS	2010 N=259	2011 N=259	N	Change (% of total group)	Change % within performance category
Novice	85	73	-12	-4.6%	-14.1%
Apprentice	110	120	+10	+3.8%	+9.1%
Proficient	63	52	-11	-4.2%	-17.5%
Distinguished	1	3	+2	+0.8%	+200.0%
CONTROL Students	2010 N=259	2011 N=259	N	Change (% of total group)	Change % within performance category
Novice	46	44	-2	-.07%	-4.3%
Apprentice	98	95	-3	-1.2%	-3.1%
Proficient	107	107	0	No change	+0.0%
Distinguished	8	13	+5	+1.9%	+62.5%

An analysis was also conducted using the KCCT reading index, which takes into account the more precise degrees of change. Each performance level has a different weight which is calculated for each group. In terms of *Every 1 Reads* participants that had KCCT scores for both 2010 and 2011 in reading, overall there was a small increase (not statically significant) in reading index from .55 to .57, and this varied based on grade level.

As shown in Table 12 there were differences by grade level in the reading index changes from 2010 to 2011. There were gains with the 5th grade students, 7th grade students, and statistically significant gains 8th grade students. There was a slight decrease for 4th grade students, a decrease for 6th grade students' which is not atypical as students transitioning from elementary to middle (6th graders) tend to experience a decrease in proficiency level.

Table 12: Changes in Reading Index from 2010 to 2011 by grade level

Grade	Group	N	2010	2011	Change
4th	Every 1 Reads	103	0.64	0.62	-0.03
	Control	103	0.79	0.76	-0.03
5th	Every 1 Reads	71	0.55	0.60	0.05
	Control	71	0.76	0.80	0.05
6th	Every 1 Reads	24	0.54	0.49	-0.05
	Control	24	0.66	0.64	-0.03
7th	Every 1 Reads	35	0.38	0.43	0.05
	Control	35	0.50	0.63	0.13
8th	Every 1 Reads	26	0.43	0.55	0.12*
	Control	26	0.60	0.67	0.07

*$P<.01$

Reading Diagnostic Achievement Scores (Grades 1 and 2)

Students in Kindergarten, 1st and 2nd grade do not take the KCCT test, however they are assessed using the Reading Diagnostic Assessment at the beginning and at the end of each school year, and some are also assessed in the middle of the school year. An analysis was conducted for the 1st and 2nd grade participants with a one-to-one matched control group based on the same variables listed in the above section.

The analysis showed that there was a statistically significant increase in participants' text level from 6.6 to 17.0 from fall to spring, but there was no statistically significant difference between the growth in the

participants and the growth of the control students as shown on Table 13. However, it is important to note that other reading and literacy interventions often take place with struggling readers in these grades such as Reading Recovery, and that information on students for either group was not available. As such the analysis does not take into consideration other interventions the students were involved in. Future evaluation efforts in this program will also attempt to control for these possible differences that can impact greatly the reading gains for these students.

Table 13: Change in RDA scores for Every 1 Reads (n=243) and Control 1st – 2nd graders (n=243)

Group	Fall 2010 Text Level	Spring 2011 Text Level	Average Change
Every 1 Reads PARTICPANTS (N=243)	6.67	17.01	10.34*
CONTROL Students (N = 243)	10.96	21.79	10.83*

*P<.001

Discussion and Recommendations

The findings of this evaluation demonstrate that the Every 1 Reads tutoring/mentoring program represents a substantive community – district partnership resulting in positive outcomes for participating students and community volunteers. Further, results from the teachers confirm the positive impact the program is having on their students including self-confidence, connection with a caring adult and improvements in reading skills.

Limitations

There were several limitations with which the evaluation results should be considered, and which also point to areas for improvement and the recommendations. First, it is likely that there were more participants that are not represented in the data due to data collection challenges. Second, the dosage information (e.g., how many years they have participated and how many times they actually met with their mentor during the year) for participants was not available and as such differences in survey results and achievement were not able to be disaggregated based on years of participation and dosage during the year. Third, data were not available on other reading interventions participants and control students took part in during the year which would impact achievement and self-confidence in reading abilities.

Recommendations

While the program is undoubtedly resulting in positive relationships, interactions and outcomes, there is always room for improvement. In light of the evaluation results, limitations and challenges, the following recommendations are suggested:

- **Systematize documentation of participation and dosage:** To ensure systematic and consistent documentation of participants and level of participation at each school, a standard log to document via web-based tool (e.g., *KidTrax*) or binder should be considered to ensure valid, reliable participation and dosage information. Coordinating with other school personnel at each school could also help with this effort. This will also aid in determining the regularity of mentor/tutor attendance, and any differences in student outcomes based on dosage throughout the school year and over time for students who remain in the program for more than one year.

- **Facilitate Communications between Volunteers, Coordinators, Teachers and Parents**: Based on the volunteer and teacher survey results, it is recommended that guidelines be developed for coordinators in the schools regarding communication mechanisms to ensure there is adequate

sharing of information regarding the students needs and progress so that skills can be reinforced during sessions and the adults are on the same page about the students. Also, schools should ensure there are designated spaces for the mentoring to take place and accessibility to reading materials.

- **Conduct Follow-Up Refresher Volunteer Trainings**: Follow-up and refresher training for volunteers is recommended, which could also include information on procedures for documenting attendance. This can also help facilitate the yearly background checks that should occur with all volunteers. Also, additional or specialized training for volunteers who are assigned to work with special education or English as a Second Language (ESL) students is suggested. Emphasis should also be made about the importance on the consistency and regularity of mentoring. Some teachers described their students as "heartbroken" when the mentors did not show up.

- **Re-examine targeting of students:** Due to the ample number of student participants that are scoring proficient in reading on the KCCT taking into consideration the need to assist novice readers in the district as well as the value of mentors/tutors that stay with their student over several years. It is important to note that some school personnel may assign students based on other needs such as the need to have a caring consistent adult to support their confidence, motivation, attendance, and emotional wellbeing. Additionally, some volunteers remain with their students over the course of several years regardless of reading proficiency level. It may be useful to provide guidelines for schools based on the targeting approach that is agreed upon.

- **Recruitment of male and minority volunteers:** Due to the underrepresentation of both Male and African-American and Latino volunteers and the large proportion of male students and African-American students being served by the program, it is recommended that efforts be increased to recruit male and minority volunteers.

- **Ensure process of intervention where the volunteer student match is not a "good fit":** While the majority of volunteers and students report having a positive experience and relationship, the data indicate there may be cases where it appears there is a need to reassess or reassign students to different volunteers based on the quality of interactions, relationship and comfort level on both sides.