Author: Marie Sell, Ph.D.

Key Findings

Various entities in the Memphis and Shelby County community offer literacy programs for children that are designed to support school readiness and strengthen reading skills. These programs mesh well with the first priority supporting the goals of *Destination 2025* – to strengthen early literacy. Five community literacy programs are reviewed in this report, including program description, participation, and available evaluation research. In addition, the potential impact of each program on SCS elementary students is discussed.

- Research suggests that two of the programs have a strong, positive impact on early literacy skills; whereas the findings were inconclusive for two other programs regarding their impact on reading achievement.
- The level of presence in the community across the reading programs is quite varied. Larger programs are operational and recruit participants throughout the city of Memphis and/or Shelby County. Smaller programs target certain clients who might benefit from the services being offered.
- Based on common zip codes between program sites and locations of SCS elementary schools, community literacy efforts have the potential for reaching over 28,000 SCS students in grades K-5.

Introduction

Shelby County Schools (SCS) has long emphasized the importance of reading proficiently in early grades as essential to a strong foundation for academic success. Currently, the District's strategic plan identifies the need to Strengthen Early Literacy as one of its key priorities to reach the goals set forth in *Destination 2025*. The recognition that literacy is a key component to success both in school and beyond is not limited to SCS, however. Over the past decade or so, Memphis and Shelby County have incorporated early literacy into virtually every aspect of community growth. For example, the Urban Child Institute, which spotlights children from birth to age three, featured a multi-year campaign encouraging parents to *Touch, Talk, Read, Play* with their young children to maximize opportunities for early brain development. *PeopleFirst*, which is a collaborative among business, government, civic, and academic leaders focusing on cradle-to-career indicators in Memphis, has recognized early literacy as an important aspect of their work.

Additionally, local leaders often participate in larger national or state-level programs such as *Inspiring Young Men of Color* in 2014, which was part of then-President Obama's *My Brother's Keeper* initiative, or currently, the state of Tennessee's *Read to be Ready* initiative. Common to all of these programs is the idea that literacy is integrally connected to all aspects of quality of life for the individual, the community, and the city. Further, common to these programs is the understanding that proficiency in *early* literacy is foundational to success.

In this spirit, with emphasis on the importance of early literacy, programs to encourage and support early reading now exist throughout the greater Memphis community. Programs range in the kinds of literacy activities provided. Some are designed to provide intervention services to targeted participants, whereas others are open to all. Some focus exclusively on literacy and reading skills, while others incorporate literacy into the context of a broader curriculum. Some programs are designed to involve the entire family and others work with individual children on literacy activities.

Most programs target children in the earliest years of life with the goal of creating enthusiastic readers and bolstering reading skills.

Early Literacy Support Programs

Five literacy programs that are relatively prominent in the community will be discussed in this report. They include Shelby County Books from Birth, Cornerstone Home Visiting Program through Porter-Leath, the Memphis Public Libraries' Explore Memphis Summer Learning Program, Team Read at Shelby County Schools, and the Literacy Mid-South Summer Reading Program. These five were chosen for their level of visibility and for their potential impact on many elementary school students within the District. The overview table below includes highlights of each program. Additional program information is included in the discussion throughout the report. The report concludes with an analysis of the potential impact of these programs on students in the District.

Description of Literacy Support Programs			
Program Name	**Description**	**Literacy Component**	**Child vs. Family Focus**
Shelby County Books from Birth	Mails one new, age-appropriate book per month to any resident of Shelby County age five years or younger at no cost to the family.	Allows each child to build a home library of new, age-appropriate books. A child who enrolls at birth and remains in the program until his or her fifth birthday will accrue 60 children's books.	Family
Porter-Leath Cornerstone Home Visiting Program	Delivers curriculum during home visits to pregnant and parenting families of children up to five years of age focusing on preventative health, healthy parenting practices, and school readiness.	Emphasis on early literacy skills is incorporated into lessons about language development and language use for children up to kindergarten.	Family
Memphis Public Libraries Explore Memphis Summer Learning Program	Engages Memphis community in summer learning through a four-part program: Read, Explore, Participate, Share during the months of June and July.	Encourages literacy activities through library card applications and book check outs, free book giveaways, tracking reading accomplishments, or engaging participants in story time or book clubs.	Child or Family
Shelby County Schools Team Read	Volunteer Team Read coaches tutor second-grade students on Fry sight words to help strengthen student reading skills.	Focuses on reading activities that help students learn Fry sight words and practice with reading words in the context of text passages or books.	Child
Literacy Mid-South Summer Reading Program	Reading program that implements 75- or 90-minute reading blocks during the day in summer camp settings with the goal of mitigating summer reading loss.	Encourages summer literacy activities and reading of books that are matched to each child's individual reading level.	Child

Shelby County Books from Birth

Program Description and Participation

Shelby County Books from Birth (BfB) is the local affiliate of Dolly Parton's Imagination Library. According to its website (www.booksfrombirth.org), the mission of BfB is "to promote kindergarten readiness and strengthen family bonds in Shelby County by providing age-appropriate books for all children from birth to age five." BfB fulfills its mission by mailing one new, age-appropriate book to each program participant once a month to help build the child's home library. All Shelby County residents five years old or younger are eligible to participate in BfB at no cost to the family. A child who enrolls at birth will receive 60 children's books by the time he or she is five years old. To participate in the program, families only need to sign their children up. Families with more than one child are encouraged to enroll all of them, so that each child has a personal library. BfB promotes program awareness in multiple ways, including sign-up booths at community festivals/events; enrollment cards available at libraries, child care centers, community centers, pediatrician offices, and other places families with young children frequent; coordinating with other programs serving children to encourage enrollment; and maintaining an active website with a sign-up link. In addition, families of children born with state health care insurance are automatically enrolled in the program unless they choose to opt out. Through efforts such as these, BfB is active in every zip code in the county and, as of December 2016, had a 66% participation rate county-wide, with 44,246 of the eligible 67,153 children participating. Looking exclusively at zip codes in which SCS elementary schools are located, the participation rate is 65%.

Evaluative Research

Local research evaluating BfB found that a cohort of students who participated in the program performed better on kindergarten readiness measures at the beginning of kindergarten than did a comparison cohort of non-participants who enrolled in the same schools.[1] BFB participants were identified by parents who responded to a question on a survey about their children's reading experiences prior to kindergarten that they completed during kindergarten registration. Analyses accounted for factors known to influence school- and reading-readiness, including age in months at the beginning of kindergarten, family economic status, early care experiences (e.g., pre-K, child care center, parent/relative care), and family reading habits. BfB participation was associated with an 8-point higher score on a scale of early literacy skills (out of 86 possible points) compared to non-participation, and a 1.8 point increase on a scale of early numeracy (out of 27 possible points).

Subsequent analyses that also controlled for influencing factors found that the same cohort of BfB participants continued to outperform the comparison cohort on both formative and summative reading assessments up through the end of third grade,[2,3] the last year that student data were analyzed. Additional analyses revealed that the longer children were in the program (i.e., the more books they received), the higher their early literacy scores on a kindergarten readiness measure on the first day of school.[4]

Statewide research revealed that teachers of pre-K and Kindergarten students who participated in Imagination Library performed "better than expected" or "much better than expected" compared to students in previous classes. Further, teachers scored participating students higher than their non-participating classmates in Reading Skills, Speaking Skills, Thinking Skills, and Social Skills at both the pre-K and Kindergarten levels.[5] Additional research of the Imagination Library program found

that parent participants reported being more enthusiastic about reading and reported reading more often with their children after being enrolled in the program for a year.[6,7]

Cornerstone Home Visiting Program

Program Description and Participation

Cornerstone is a home visiting program through Porter-Leath that provides services to pregnant and parenting families with children up to age five. Cornerstone uses the widely-known, evidence-based Parents as Teachers (PAT) model and curriculum (parentsasteachers.org) to provide information to participating families on most aspects of early childhood care and development, such as preventative health, healthy parenting practices, and school readiness. A basic tenet of PAT is that parents are their children's first teacher. The curriculum is designed to match the developmental level of the children. For example, families with infants and younger toddlers may learn more about physical development and communication with their youngest children. Families with children three to five years old receive a curriculum that focuses, in part, on language development and cognitive development including age-appropriate early literacy skills. In addition to information provided in home visiting sessions, home visitors help connect families with resources available in the community to provide assistance with additional family needs or interests.

Cornerstone services are available for any pregnant or parenting family with children up to age five. Porter-Leath relies on both recruiting and referrals to enroll families in the program. In 2015-16, the program was active in 26 zip codes in the Memphis/Shelby County area, and provided services to 372 children, 124 of whom were three to five year olds. However, approximately 30% of the families did not complete the program.

Evaluative Research

There is no research that specifically evaluates the impact of Porter-Leath's Cornerstone program; however, there is extensive research on the Parents as Teachers in multiple settings. Much of the early research[8,9] identified that program participation resulted in increases in parent knowledge about child development and growth and increases in parents' use of healthy parenting practices, both of which led to improved child outcomes. Specifically related to literacy outcomes, PAT parent participants compared to non-participants engaged in more language and literacy activities including telling stories and reciting nursery rhymes, reading aloud to their children, regularly taking their children to the library, and modeling reading and writing to their children. Comparisons of PAT participants versus non-participants who were comparable on demographic and socioeconomic indicators showed that children whose families participated in PAT entered kindergarten more reading-ready than non-participants[10] and that PAT participants outperformed comparison groups on standardized tests of achievement from first through fourth grade.[11,12]

More recent research[13,14] has examined the implementation of the Parents as Teachers model in conjunction with other interventions such as participation in a pre-Kindergarten class or a free book program such as Imagination Library. Children who participated in combined programs again showed greater school readiness compared to non-participating cohorts, and these children continued to outperform the comparison groups throughout early elementary school. Additionally, children who participated in combined programs outperformed children who participated in only one intervention program, such as only PAT or only pre-Kindergarten.

Explore Memphis Summer Learning Program

Program Description and Participation

The Explore Memphis Summer Learning Program (www.memphispubliclibrary.org/exploremephis/) aims to provide educational activities over the summer to help students maintain what they learned during the school year. The program takes place during June and July at the main library and at every branch within the Memphis Public Libraries system. It has four components – Read, Explore, Participate, and Share – that are linked together to help generate interest and promote academic growth. *Read* encourages program participants to sign up for library cards and check out books. In 2016, there were also free book giveaways, participant book reviews, and methods to track individual reading accomplishments. *Explore* invites program participants to visit Memphis events and attractions as patrons of the library. For example, last summer partnering sites allowed free admission for library card holders or library branches had free event passes to distribute to patrons. The *Participate* component includes the programs offered at the library such as story time or book clubs. In addition to programs with a reading focus, the library branches offer topic-based learning sessions to tap into patrons' interests. Some examples of programs offered last summer include gardening, video production, and art. *Share* allowed participants to share their Explore Memphis experiences on social media through the hashtag campaign *#explorememphis2016*.

Memphis Public Library reports that there were 55,164 active users across all ages during June and July of 2016. Over eleven thousand (11,395) of those users were reported to be "youth active users." Active users are patrons who check out books/e-books, log into the library computer, or apply for a library card. In addition, 1,044 programs were offered at library locations throughout the city, the bulk of which were geared toward children 18 years old or under. The average attendance per session was 40 participants for programs designed for children up to age five; 33 participants per session for programs geared toward six to 12 year olds; and six participants per session for programs for teens between 13 and 18 years.

Evaluative Research

There is no evaluation of the Memphis Public Library summer program; however, research on other library-based summer reading programs shows participation positively impacts children's reading abilities and vocabulary gains,[15] and mitigates summer learning loss compared to children who do not participate or who participate in alternate activities such as summer day camp or summer school.[16,17] While there are many benefits to library-based summer reading programs, the greatest strength appears to be that they successfully engage children in voluntary free reading and have the resources (varieties in books) to tap into multiple reading interests and reading levels.[17] Research also has revealed that the amount of reading matters. Children who read more books over the summer made more reading gains than those who read less.[15]

A longitudinal evaluation[18] of library summer reading programs in Virginia extended this finding across years. Data from four groups of students who were matched on demographics and reading ability allowed for comparisons of children who participated in library summer reading programs for one year or two years versus non-participants for one year or two years. Both groups of participating students maintained their reading levels over the summer, whereas both groups of non-participants demonstrated summer learning loss. Between the two groups of participants, students who were two-year participants had higher English/Reading scores than did one-year participants, indicating that there are benefits to participating more, and that the benefits are cumulative.

Currently, best practices for high-quality library summer reading programs[19,20] reflect an awareness of diversity among library patrons, as well as advances in media technology. For example, library programs are encouraged to provide access to books written by authors from multiple ethnic and racial backgrounds to capture the interest of racially diverse patrons. Additionally, programs are encouraged to have book clubs and other book sharing activities for children, ample audio books available for downloading and listening, apps for book searches, as well as guidance on online searches, all of which are aimed at generating interest and tapping into multiple learning styles. A Google search of "social media and summer library programs" resulted in multiple ways libraries are using social media, including marketing their programs, encouraging participants to share their experiences, and offering summer camp classes in social media use for children and teens. Each of these best practices demonstrates library programs' adaptability in being able to continually generate interest among patrons so that they participate and *read* during the summer months. Ultimately, the success of summer library programs (as measured by student reading scores) is dependent on children engaging in voluntary free reading.

Team Read

Program Description and Participation

Team Read is a reading coaching program in Shelby County Schools that is designed to strengthen the reading skills of second-grade students. Staffed entirely by volunteers who serve as reading coaches, Team Read focuses on teaching students Fry sight words through a variety of reading activities. Fry sight words are some of the most common words found in English text. Gaining fluency in reading frequent sight words aids reading comprehension. Students meet one-on-one for 30 minutes with their coaches to work on learning Fry sight words and then practice reading them in the context of passages and books. Ideally, Team Read is operational in each school by October of each year allowing students to participate in coaching sessions for approximately six months during the year.

Team Read had a program in 29 elementary schools during 2015–16. Seven hundred twenty-eight (728) second-grade students completed the program in their schools, and an additional 178 students participated in some portion of the program. Approximately 800 volunteers served as Team Read coaches.

Evaluative Research

In 2012–13 Team Read launched a pilot program in one elementary school. Volunteer reading coaches worked with students in half the second-grade classrooms. An evaluation of the pilot program[21] found that the Team Read participants learned statistically significantly more Fry words compared to the students in the non-participating second-grade classrooms. Additionally, the Team Read participants performed better on all three subtests of the SAT 10 reading assessment (Word Study Skills, Reading Comprehension, Reading Vocabulary) at the end of the school year, with difference in Reading Vocabulary reaching the level of statistical significance. Based on the promise of these findings, the Team Read program has expanded over the years to its current level of operation.

Evaluations of the larger scale Team Read program[22,23] have not found the same positive impact of program participation as was found in the pilot project, although differences in the program

implementation and the comparison cohorts may explain differences in outcomes. As the program rapidly expanded, the importance of practicing reading Fry sight words in the context of passages and texts was not equally emphasized in all training sessions. Thus, some Team Read coaches focused mainly on using games and activities to learn Fry words and rarely included reading time in the coaching sessions, which was a departure from the coaching model used in the pilot project. Additionally, schools were only able to implement Team Read based on the number of coaches who volunteered at the school. Some schools had enough volunteer coaches to engage all second-grade students in Team Read, whereas others with fewer coaches had to select students to participate. For those schools, school staff helped select individual students from multiple classrooms to participate in Team Read instead of implement the program by classroom. Students participating in the program were poorer readers than the comparison cohort, despite being matched on multiple factors that influence reading success. Additionally, the comparison cohorts were selected from non-participating second-grade students across the district as opposed to within each participating school because in some schools all second-grade students were Team Read participants.

Literacy Mid-South Summer Reading Program

Program Description and Participation

The Literacy Mid-South Summer Reading Program is implemented in summer day camps throughout Shelby County with the goal of mitigating summer learning loss. Summer camp programs that participate agree to set aside designated reading blocks for children to practice reading during the course of the day. Children who enroll in the program are first assessed with an online reading program, *Reading A–Z* (www.readinga-z.com), to measure their reading comprehension and determine their reading level. Children are then provided with materials to read that match their reading level. The reading materials come from a variety of sources including the *Reading A-Z* website, a lending library from Literacy Mid-South, or other national models of reading.

Based on information gathered from a pilot project, Literacy Mid-South set as its goal for children to read at least 1,400 minutes while attending summer camps. Participating programs were asked to provide a 90-minute reading block four times per week or a 75-minute reading block five times per week to achieve this goal. Literacy Mid-South provided a curriculum for participating summer camps. Reading activities included teacher read alouds, small group reading, individual reading, and other reading activities. Literacy coaches were available to support programs with the implementation of their reading block activities. Enrolled children's reading minutes were tracked throughout the summer.

A general report from Literacy Mid-South[24] examined the Summer Reading Program in 2016. The program was active in 39 sites, with participating programs operational between 19-35 instructional days. Nine hundred ninety (990) children were pretested with *Reading A-Z* to determine their reading level. They joined an additional 1,071 children who participated in the reading block activities but did not take the pretest. Reading minutes were tracked for all 2,061 children. Children whose reading level was not determined through pretesting were provided with reading materials according to their current grade level. At the end of the summer, 619 children were administered the *Reading A-Z* posttest. Four hundred sixty-nine (469) children who participated in the Summer Reading Program had both a pretest and a posttest score.

Attendance and reading rates varied by child. Children attended their respective summer camp programs an average of 7-to-8 days, with 25% of the campers attending 11 days or more. On average, campers logged 893 minutes of reading over the summer, with 232 campers achieving the 1,400-minute total reading goal set by Literacy Mid-South. To be included in analyses of program impact, children had to have attended their summer camp programs for at least four days.

Evaluative Research

Participating programs had varying challenges and degrees of success both with implementing the Literacy Mid-South Summer Reading Program and with tracking the reading minutes of participating children leading to questions about reliability of data. As a result, only a subset of data was analyzed to examine student outcomes.[25]

Reading gain or loss during the summer months was analyzed in two different ways. First, *Reading A-Z* pretest and posttest scores for 230 children were analyzed. The group, on average, demonstrated a 15-point gain from pretest to posttest scores. Further analyses revealed that of the 230 children, 154 (67%) demonstrated growth in reading comprehension, 34 (15%) demonstrated no change in reading comprehension, and 42 (18%) demonstrated comprehension loss from the beginning to the end of the Summer Reading Program.

A second analysis examined the change in MAP Reading scores for 237 students who participated in the program for whom both Spring 2016 and Fall 2016 scores were available. Overall, 52% of students either maintained or demonstrated a gain in reading ability according to MAP scores, although the rate of gain varied by level of reading skill. More students who were poorer readers (as defined as having the lowest 25% of MAP scores) maintained or increased their score compared to students who were stronger readers, or those with the top 25% of the scores (68% vs. 39%, respectively).

While these findings appear promising, it is difficult to determine the full impact of the Summer Reading Program due to the concerns about data reliability. Additionally, the lack of details regarding the two assessments makes it difficult to gauge how meaningful the difference is between pretest and posttest scores. Additional analyses of data in subsequent program years should help provide more conclusive information about the level of impact on reading outcomes due to participation in the Summer Reading Program.

Potential Impact on SCS Students

Given the prevalence of reading programs in the greater Memphis community, chances are good that SCS students could participate in one or more of the five programs reviewed in this report over their tenure in elementary school. By the time children reach Kindergarten, they could have participated in Shelby County Books from Birth, Cornerstone Home Visiting, Explore Memphis Summer Learning Program at the library, or any combination of the three. Children in grades K-5 could potentially participate in Explore Memphis, Team Read (during second grade), the Literacy Mid-South Summer Reading Program, or a combination.

The Appendix to this report contains two tables. The first provides a list of zip codes in which SCS elementary schools are located and zip code locations in which the five reading programs are operational. From this table, it is easy to see zip code areas that are "resource rich" in terms of

reading programs versus zip codes in which only one or two of the programs are operational. The second table in the Appendix shows the current number of SCS students enrolled by grade by zip code for grades K-5. Comparing the two tables gives an indication of the number of SCS students potentially involved in each of the five programs.

There are a couple of different ways to consider the potential impact of these programs on SCS students.* One is to consider the number of students who participate. Programs that are open to everyone such as Books from Birth or Explore Memphis have the potential to impact all students in the age range and zip codes they serve. Books from Birth serves children up to age five in all zip codes. Currently 7,850 students are enrolled in Kindergarten in the District. As noted above, BfB reported a 65% participation rate for children living in zip codes where SCS elementary schools are located. Thus, 5,102 Kindergarten students potentially could have participated in BfB prior to school entry. The public library's Explore Memphis program is open to any age and is housed in each branch in the library system. As such, the summer learning program was accessible (i.e., located within the zip code) to 28,087 SCS students currently in grades K-5.

Two other programs, Team Read and Literacy Mid-South's Summer Reading Program are open to most students, but still have constraints that limit the number of students who might participate. For example, the number of second-grade students who can participate in Team Read is limited by the number of reading coaches available, scheduling constraints of the school day, and space available for coaching sessions, among other factors. The Summer Reading Program is limited to students who are fiscally supported to attend summer camp (either by parent-pay tuition or by state child care vouchers), as well as by summer camp capacity and daily schedule. The 728 second-grade students who completed Team Read represents about 34% of the students at the schools in which there was a program. Literacy Mid-South was active in summer camps in 17 zip codes in which SCS elementary schools are located. Although 31,763 students attend grades K-5 in these 17 zip codes, true program impact would need to be gauged by calculating participation rates using summer camp enrollment, which are data that are not accessible for this report. Thus it is difficult to analyze program impact in terms of the percentage of participating students for the Summer Reading Program through Literacy Mid-South.

A second factor to consider when thinking about potential impact on SCS students has to do with the quality of impact on early literacy for students who do participate in one or more of the programs. The evaluative research on Books from Birth and library summer reading programs similar to Explore Memphis is relatively positive and consistent. Research found that participants in both programs showed more gains in reading compared to non-participants, and that the gains were maintained over time (up to the end of third grade for BfB and for up to two years for library summer reading programs). What makes these findings particularly compelling is the extent to which confounding

_____

*One program, Porter-Leath's Cornerstone Home Visiting, is substantially different from the other four with regard to enrollment criteria and number of families served. It is designed to provide a fairly comprehensive curriculum to a small number of families in settings that allow home visitors and families to incorporate the information in ways that address each family's individual needs. Although research supports the Parents as Teachers curriculum as an effective way to improve school readiness and early literacy in addition to other academic outcomes, Cornerstone's impact is probably best understood in terms of the academic progress of individual participants as opposed to the number of SCS students who participate. As such, Cornerstone will not be included in the remaining discussion of potential impact.

variables (such as student reading level) were controlled to minimize their effect on the outcomes. To the extent that the impact of extraneous variables can be mitigated through the statistical analyses, the more likely it is that the differences in reading scores between participants and non-participants is due to the early literacy program. Thus, it is likely that participation in these two programs would be a good way to enhance and strengthen the reading abilities of elementary students. Further, since both these programs are open to all children in the greater Memphis community, the impact could be quite large.

The evaluative research on Team Read and the Literacy Mid-South Summer Reading Program is less conclusive. Analyses finding a positive impact for Team Read participation was not consistent across all the evaluations of that program, although as discussed above there were differences across the three evaluations. The study design was not the same each time the program was reviewed, most notably in terms of the make-up of the comparison cohort. In some analyses the extraneous variables (such as the "literacy culture" within individual schools, or the number of literacy coaches available to support instruction) with potential for influencing the outcomes could not be controlled. The evaluation report on the Literacy Mid-South Summer Reading Program was difficult to interpret in certain cases. Lack of details about some of the outcome measures limit the conclusions that can be made. For example, details about the assessments used to measure gains in reading are lacking, making it difficult to interpret what the scores mean. Therefore, although post-test scores of participants are higher than pretest scores, it is not possible to know if the increase reflects an actual increase in reading ability. Additionally, concerns about data reliability drastically limited the analyses to only a small subsample of the children who participated in the program, leaving the question of whether the same outcomes would be found for all participating children. While participating in either of these two programs may support early reading, too many unanswered questions remain to know for sure.

Recommendations

1. Shelby County Schools should maintain its current relationship with Books from Birth and continue to encourage any pre-K students who are not yet enrolled to participate. Additionally, since dosage matters, efforts should continue to ensure that any younger siblings of District pre-K students are enrolled as well. The younger children are when they enroll in the program, the more books they will receive, which was found to be positively correlated with literacy readiness scores at kindergarten entry.[4]

2. Elementary school students should be encouraged to engage in summer reading through the Explore Memphis program at the public library. Perhaps District and library staff could work together to create avenues to encourage student participation. For example, students might receive a special, small incentive for participating, or there may be an activity sheet to complete over the course of the summer with items on it such as "sign up for a library card" or "read two books about animals" and so on.

3. A common factor in programs found to have a positive impact on reading outcomes is that the more students read, the greater the reading outcome. To the extent that students participate in Team Read or the Literacy Mid-South summer reading program, District staff should work with these programs to allow ample free reading time in addition to focusing on the instruction of individual reading skills.

Appendix

SCS School Zip Code	Books from Birth	Cornerstone Home Visiting Program	Team Read	Memphis Public Library Summer Reading Program	Literacy Mid-South Summer Learning Program
Zip Code Location of SCS Elementary Schools and Program Services					
38002	x				
38016	x	x	x		x
38018	x	x	x	x	
38053	x				
38103	x	x		x	
38104	x	x			
38105	x	x	x		
38106	x	x	x	x	x
38107	x	x	x	x	x
38108	x	x	x	x	x
38109	x	x	x	x	
38111	x	x	x	x	x
38112	x	x			x
38114	x	x	x		x
38115	x	x	x		x
38116	x	x		x	x
38117	x	x	x	x	
38118	x	x	x	x	x
38119	x	x	x		
38120	x		x		
38122	x	x	x	x	x
38125	x	x		x	
38126	x	x	x	x	x
38127	x	x		x	x
38128	x	x	x	x	x
38133	x	x			
38134	x	x		x	x
38135	x	x			x
38138	x		x		
38141	x	x	x		x

			Current Enrollment by Zip Code and Grade				
SCS School Zip Code	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	Total
38002	51	49	52	67	76	75	370
38016	649	604	693	692	676	639	3953
38018	148	121	129	139	161	127	825
38053	103	105	111	111	115	119	664
38103	111	86	98	101	98	97	591
38104	200	182	193	192	190	203	1160
38105	32	52	35	42	27	38	226
38106	197	197	202	184	179	182	1141
38107	48	55	39	53	53	42	290
38108	363	301	354	393	378	363	2152
38109	544	454	516	476	519	465	2974
38111	286	255	266	267	258	245	1577
38112	187	182	201	198	212	206	1186
38114	364	366	345	396	325	331	2127
38115	580	586	620	581	589	572	3528
38116	565	534	527	554	486	488	3154
38117	296	286	300	330	302	286	1800
38118	615	613	586	642	581	529	3566
38119	143	97	118	141	133	134	766
38120	186	185	193	208	209	196	1177
38122	408	370	364	400	378	385	2305
38125	432	467	466	513	549	523	2950
38126	47	64	61	56	59	55	342
38127	323	260	284	297	303	262	1729
38128	219	226	211	215	260	237	1368
38133	144	126	145	169	155	175	914
38134	223	223	229	229	213	206	1323
38135	84	89	109	108	100	105	595
38138	94	105	123	102	93	108	625
38141	208	216	215	240	268	280	1427
38152	0	78	75	53	57	65	328
Total	7850	7534	7860	8149	8002	7738	47133

Endnotes

[1]Samiei, S., Bush, A.J., Sell, M., & Imig, D. (2015). Examining the Association Between the Imagination Library Early Childhood Literacy Program and Kindergarten Readiness, *Reading Psychology*, DOI: 10.1080/02702711.2015.1072610

[2]Sell, M., Imig, D., & Samiei, S. (2014). *Links between Books from Birth Participation and Second-Grade Reading Performance*. Pathways to Success Research Brief: Shelby County Schools and the Urban Child Institute.

[3]Sell, M.A. (2015). *Comparisons of Academic Data for Shelby County Books from Birth Participants versus Non-Participants*. Office of Strategy and Innovation Research Brief: Shelby County Schools.

[4]*More books at home linked to higher reading scores*. (2014). Urban Child Institute blogpost: http://www.urbanchildinstitute.org/articles/updates/more-books-at-home-linked-to-higher-reading-scores

[5]*Tennessee's Imagination Library Improves School Preparedness*. (n.d.). Tennessee Board of Regents Report: https://usa.imaginationlibrary.com/medias/file/books_from_birth.pdf

[6]Long, G.F. (2007). *A Report on Hawaii's Imagination Library Program*. University of Hawaii Learning to Grow Project:
https://usa.imaginationlibrary.com/medias/file/Hawaii%20Research%20Survey.pdf

[7]Seitz, H., & Capuozzo, R. (2010). *One-Year Evaluation on Alaska's Imagination Library Program*. University of Alaska: https://usa.imaginationlibrary.com/medias/file/ilak_2009_finalreport.pdf

[8]Pfannenstiel, J., & Seltzer, D. (1989). New Parents as Teachers: Evaluation of an Early Parent Education Program. *Early Childhood Research Quarterly*, 4, 1-18.

[9]McGilly, K. (2000). Chicago *Born to Learn™* Neuroscience Project: Final report to Robert R. McCormick Tribune Foundation. St. Louis, MO: Parents as Teachers National Center, Inc.

[10]Drazen, S., & Haust, M. (1993, August). *Raising reading readiness in low-income children by parent education*. Paper presented at the annual meeting of the American Psychological Association.

[11]Pfannenstiel, J., Lambson, T., & Yarnell, V. (1996). *The Parents as Teachers Program: Longitudinal follow-up to the second wave study*. Overland Park, KS: Research & Training Associates.

[12]Coates, D. (1997). *Memo on one-year update on Stanford scores of students – early childhood evaluation study group: Parents as Teachers program leads to elementary school success*. Parkway School District News*.

[13]*Parents as Teachers: Results of the Innovative Approached to Literacy Project* (2015). Center for Early Education Evaluaion at HighScope:
https://static1.squarespace.com/static/56be46a6b6aa60dbb45e41a5/t/57eea4abc534a575207ad7ed/1475257516482/PAT_ResearchReport_IAL_2015.pdf

[14]*The Parents as Teachers Program: Its Impact on School Readiness and Later School Achievement* (2007). Parents as Teachers National Center: https://static1.squarespace.com/static/56be46a6b6aa60dbb45e41a5/t/57f279696b8f5b23c53fd672/1475508587656/Executive20Summary_of_K_Readiness.pdf

[15]Heyns, B. (1978). *Summer Learning and the Effects of Schooling*. Academic Press.

[16]Celano, D., & Neuman, S.B. (2001). *The Role of Public Libraries in Children's Literacy Development: An Evaluation Report*. Pennsylvania Library Association.

[17]Krashen, S. (1993). *The Power of Reading*. Libraries Unlimited.

[18]Ho, H.Y., & Good, K. (2015). *Longitudinal Impact of Virginia Public Libraries' Summer Reading Program on Student Reading Outcomes.* McRel Inernational: https://www.lva.virginia.gov/lib-edu/ldnd/srp-impact/report4.pdf

[19]*Components of High-Quality Summer Reading Programs: Public Library Youth Services Best Practices*. (2006). Oregon State Library and Oregon Library Association.

[20]*Summer Reading Programs: Resources. Best Practices*. (n.d.). American Library Association. Accessed online 5/17/2017: http://libguides.ala.org/summer-reading

[21]Sell, M.A, (2013). *The Impact of the Team Read Project at Winridge Elementary*. Office of Planning and Accountability Research Report: Shelby County Schools.

[22]Sell, M. A, (2015). *Evaluation of 2014-15 Team Read Program*. Office of Strategy and Innovation Research Report: Shelby County Schools.

[23]Sell, M. A. (2017). *Team Read 2015-16: Year 2 Evaluation*. Department of Research and Performance Management: Shelby County Schools.

[24]*2016 Summer Learning Program: General Report*. (2017). Literacy Mid-South.

[25]Nti, K. (August 2017). Personal communication.