About Reading Results

Working toward the vision that all children finish third grade reading at grade level, Reading Results partners with schools serving low-income students to provide a proven reading intervention program.

Reading proficiently by third grade is critical to a child’s educational development. Falling behind creates challenges that negatively affect a student’s educational experience and self-esteem for years to come. Working through an equity lens, Reading Results is committed to helping struggling learners get on the path toward academic success and a brighter future.

Our Reading Intervention Program

Reading Results identifies first, second and third graders falling behind in reading and provides an evidence-based, CCSS aligned, data-driven, direct and explicit reading intervention program. Our highly trained tutors (licensed teachers and parents from the school community) deliver a culturally-responsive program designed to accelerate literacy and foster an academic mindset. Tutors meet 1:1 or 1:2 with struggling readers for 30 minutes, three times per week for 30 weeks of the school year.

Our Results

- Students who complete a full year in our program make an average gain of 1.6 years of reading skills
- Students who complete a year in our program make an average gain of 32 words per minute in reading fluency

Our Future

During the 2016/17 school year we’ll serve 660 students, but we know that there are 3,600 students in our current service area who need and deserve our program. Our work wouldn’t be possible without the generous support of local foundations, corporate citizens, individuals and partners like you. Please consider supporting Reading Results and join us in realizing our vision – because all children have the right to read and succeed.

www.readingresultspdx.org
Our Program

1. Service
   - Three thirty-minute sessions/week for 30 weeks of the school year
   - Students and tutors work 1:1 or 1:2
   - 18-22 first, second and/or third grade students served at each school (standard program)
   - Instruction reinforces foundational reading skills, and is highly individualized, evidence-based, direct, and explicit
   - Instruction is strategy-centered by teaching students specific strategies and skills necessary to become confident readers
   - Students are guided toward developing an academic growth mindset, including internalization of the concepts “I belong at school” and “I’m responsible for my own learning”
   - Individualized instruction sends a strong message to students that the community cares about them and that reading is important
   - School-wide Family Literacy Events provide techniques to parents to support emerging readers at home

2. Assessments
   - Baseline student assessments are conducted at the beginning of the school year and guide instruction
   - Weekly progress monitoring guides lesson planning
   - Mid-year and end of year comprehensive assessments are provided to school principal and classroom teachers

3. Staff
   - The team at each school is comprised of two parent tutors, one senior tutor and a program site manager
   - Senior Tutors are retired teachers or professional reading skills tutors
   - Parent Tutors are recruited from the school community and trained by Reading Results to provide excellent instruction in foundational reading skills

4. Partnership
   - We believe that the core of teaching and learning happens in the classroom
   - We partner with each school/school district served to support the prioritization of successful third grade reading and acceleration of reading skills
   - Reading Results Program Team collaborates with school staff to coordinate student services and drive student achievement

5. Organization
   - Reading Results follows an officially-adopted Racial Equity Policy which informs both our program delivery and employment practices
   - We follow a continuous improvement model
Racial Equity Policy

Mission: Working toward the vision that all children have the right to read and succeed, Reading Results partners with schools serving low-income students to provide a proven reading intervention program.

The board, leadership and staff of Reading Results are dedicated to closing the opportunity gap and accelerating early grade reading mastery for students of color and students who are low-income. We strive to support the schools and school districts we serve by partnering to put students on track for third-grade reading success and, ultimately, graduating high school prepared for college or career.

Educational equity at Reading Results means (1) narrowing the gaps between the lowest and highest performing students and (2) eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories. The concept of educational equity goes beyond formal equality - where all students are treated the same - to fostering a barrier-free environment where all students, regardless of their race, have the opportunity to benefit equally. Educational equity benefits all students, and our entire community. We support school district and school efforts to achieve educational equity, by providing additional and differentiated resources to support the success of all students, including students of color.

With these commitments in mind, Reading Results will work to:

1. Raise the reading achievement of early-grade learners while narrowing the gap between lowest and highest performing students;
2. Eliminate the racial predictability and disproportionality in early-grade reading;
3. Target our financial and human capital resources towards Title I schools serving large populations of students of color;
4. Disaggregate outcomes data by race/ethnicity, language spoken at home, and gender with the express purpose of utilizing data in updating practices to address inequity;
5. Employ a workforce reflecting the diversity of the students we serve and operate with equitable employment practices;
6. Provide ongoing professional development designed to ensure staff deliver culturally competent practices, curriculum, and guidance;
7. Provide challenging curriculum dedicated toward driving accelerated learning, and in which students see themselves reflected;
8. Embody high expectations for the students we serve and foster development of an academic mindset so that students see themselves as learners and collaborators in their own education;
9. Proactively stay informed of, and act within, an equity lens and policies of school districts and schools served.

Adopted by vote of the READING RESULTS Board of Directors on November 20, 2014:

Date: November 20, 2014

Signature: Ashley Vaughn, Secretary, Board of Directors
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Our Financials – 2016/17 Fiscal Year

**REVENUE**

- Foundations $445,600
- Schools / School Districts $285,400
- Fundraising Event $120,000
- Corporations $60,000
- Individuals $52,000
- Interest Income / Other $200

**Total** $963,200

**EXPENSES**

- Program $778,405
- Fundraising $96,575
- Administration / General $76,000

**Total** $950,980

*Price per student (fully loaded)* $1,441
2016-17 School Partners

28 Schools | 660 Students
(32% increase in service over 2015/16)

Centennial School District**
- Lynch View Elementary School*

David Douglas School District
- Cherry Park Elementary School
- Earl Boyles Elementary School
- Gilbert Heights Elementary School*
- Gilbert Park Elementary School
- Lincoln Park Elementary School*
- Menlo Park Elementary School*
- Mill Park Elementary School*
- Ventura Park Elementary School*
- West Powellhurst Elementary School

Portland Public Schools
- Ainsworth Elementary School*
- Bridger School
- Bridlemile Elementary School
- Capitol Hill Elementary School
- César Chávez School
- Chapman Elementary School
- Chief Joseph Elementary School
- Duniway Elementary School
- Faubion School
- James John Elementary School
- Peninsula Elementary School
- Rosa Parks Elementary School
- Sabin School*
- Sitton Elementary School
- Vestal School
- Whitman Elementary School

Reynolds School District
- Davis Elementary School
- Glenfair Elementary School

*New school partner for 2016/17
**New school district partner for 2016/17
Si (PPS)

Chief Joseph (PPS)

César Chávez (PPS)

Rosa Parks (PPS)

Peninsula (PPS)

James John (PPS)

Sabin (PPS)

Faubion @ Harriet Tubman (PPS)

Chapman (PPS)

Ainsworth (PPS)

Bridlemile (PPS)

Capitol Hill (PPS)

Portland Expo Center

Chief Joseph (PPS)

Rosa Parks (PPS)

César Chávez (PPS)

Peninsula (PPS)

James John (PPS)

Sabin (PPS)

Faubion @ Harriet Tubman (PPS)

Chapman (PPS)

Ainsworth (PPS)

Bridlemile (PPS)

Capitol Hill (PPS)
Partners/Funders
Reading Results is grateful for the support of the following foundations and corporate sponsors:

ACME Business Consulting
Albina Community Bank
Anita and Alan Beck Charitable Trust
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Anne A. Berni Foundation
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Gaylord-Eyerman Family Fund
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Rothert Insurance
SafeCo Insurance Fund
The Harold and Arlene Schnitzer CARE Foundation
The Seattle Foundation
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SEMpdx
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Silver Family Foundation
Social Venture Partners Portland
Spirit Mountain Community Fund
The Standard
Herbert A. Templeton Foundation
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U.S. Bank/U.S. Bancorp
Umpqua Bank Charitable Foundation
Union Pacific Foundation
United Way of the Columbia-Willamette
Vartanian Family Foundation
Vibrant Village Foundation
Voqal Portland Philanthropy
Wintz Family Foundation
...and THANK YOU to our many dedicated individual donors!
What People are Saying

“As Superintendent of Portland Public Schools, I am deeply aware of the challenges faced by students who lag behind their peers in acquisition of reading skills. The problem is exacerbated by poverty and multi-generational reading challenges for many of our most at-risk learners. This is why reading skills acquisition plays a critical role in our Milestones Framework, a set of measures which allow us to identify which students are on track for success at the next level. While we have milestones measures throughout the K-12 continuum, the measures at the Kindergarten and 3rd Grade levels specifically focus on reading skills. Reading Results has been an outstanding partner for many of our schools, providing effective individualized tutoring to young students in schools serving primarily low-income neighborhoods.”

- Carole Smith, Portland Public Schools (retired) Superintendent

“Reading Results exemplifies what partnership between a school and community group can be. The representatives of RR have a deep understanding of the role of teachers and the challenges of students—most RR literacy tutors are in fact former teachers. Through the Reading Team approach, which was piloted here at Clarendon/Portsmouth three years ago, the partnership has deepened. RR has involved unemployed parents from our school directly in literacy tutoring, providing them training and making them paid, valued members of the school’s Reading Team.”

- Antonio Lopez, (past) Principal, Cesar Chavez Elementary

“Reading Results is one of the best examples in our community of an organization that has succeeded in building effective partnerships in delivering quality instruction to academic priority children. The fact that the schools themselves invest in the program at a time when resources are so scarce is a sure sign of the high regard with which principals and teachers value the RR program. Simply put, RR’s partnership is helpful and provides relief to our over-burdened teachers, who partner with RR to work effectively as a team. RR has masterfully engaged former educators who remain committed on the urgent need to get our students who are most behind academically back on track with the most essential skill to learn, reading.”

- Dan Ryan, CEO, All Hands Raised

“How all children need an intervention program like this one. However, all children must learn to read and read well. Reading is the gatekeeper to their future. The work of Reading Results assures that gate will be open to more children.”

- Jane Fielding, (past) Principal, Sitton Elementary

“As a member of the Portland School Board I am keenly aware of the need to provide intensive help for struggling readers at high-poverty schools. Reading Results’ innovative Reading Team intervention program provides exactly the kind of evidence based help our students need. Harnessing the talents of retired teachers and training school parents has produced measureable gains for the students they serve. Reading Results has worked hard to develop a unique partnership with the Portland Public Schools over the last five years. Their team of supervisors and tutors receives high marks from the principals and teachers in participating schools.”

- Pamela Knowles, Co-Chair, Portland Public Schools, Board of Education
Our Program in Action