

## About Reading Results

Reading Results partners with schools to support students from systemically excluded communities in becoming successful readers. We believe that literacy is a basic human right, and we work to increase access and break down barriers through supporting students with an effective, individualized, culturally-responsive 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 Support Program

Reading Results partners with schools to identify early-grade students who are falling behind in reading and provides student-centered, individualized reading support. 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 and an average gain of 32 words per minute in reading fluency.



## 2023-2024 School Year

We will:

- Serve at least 680 students.
- Provide one-on-one and one-on-two individualized tutoring sessions to students.
- Support students in making significant growth toward meeting grade-level reading benchmarks.
- Continue to work toward being more culturally responsive based on the consistent implementation of racial equity improvements.

[www.readingresultspdx.org](http://www.readingresultspdx.org)

*Because all children have the right to read and succeed.*

### 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
- 22-25 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 student-centered, focused on addressing gaps in knowledge and capitalizing on student assets.
- 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

#### 2. Assessments

- Baseline student assessments are conducted at the beginning of the school year and inform instruction (student learning framework and goal-setting)
- Monthly 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 members of the school community, experienced teachers/tutors and a program site manager
- Senior Tutors are retired teachers or professional reading skills tutors
- Tutors are recruited from the school community and trained by Reading Results to provide excellent instruction in foundational readingskills

#### 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 readingskills
- Reading Results Program Team collaborates with school staff to coordinate student services and drive student achievement

#### 5. Organization

- Reading Results follows an officially-adopted Anti-Biased/Anti-Racist approach which informs both our program delivery and employment practices
- We follow a continuous improvement model

### Board of Directors 2023/24

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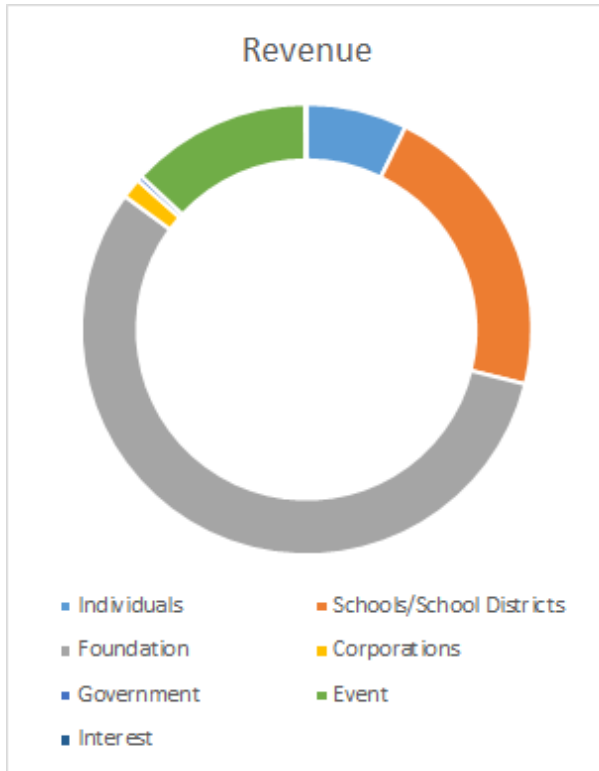
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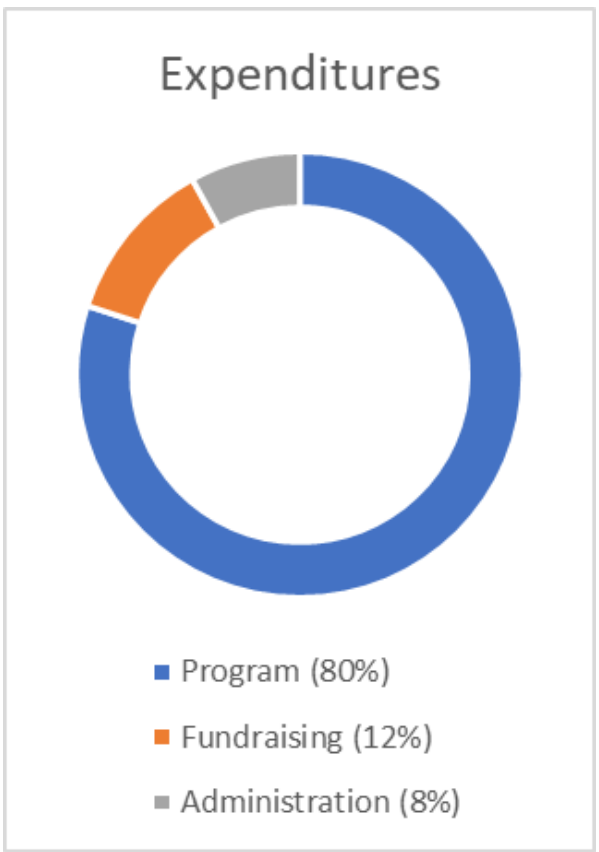
**Margie Rosenthal**, Former Special Education Teacher, Organization Co-Founder  
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## Our Financials – 2022/23 Fiscal Year



### REVENUE

Foundations	\$583,000
Schools / School Districts	\$225,000
Fundraising Event	\$135,000
Corporations	\$15,000
Individuals	\$75,000
Government	\$4,000
Interest Income / Other	\$1,000
<b>Total</b>	<b>\$1,038,000</b>



### EXPENSES

Program	\$830,400
Fundraising	\$124,560
Administration / General	\$83,040
<b>Total</b>	<b>\$1,038,000</b>

## Reading Results

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### Partner Schools

#### 18 Schools

##### Beaverton School District

- Kinnaman Elementary School \*
- McKinley Elementary School \*
- Raleigh Park Elementary School \*

##### Centennial School District

- Meadows Elementary School
- Powell Butte Elementary School

##### Parkrose School District

- Russell Elementary School

##### Portland Public Schools

- Abernethy Elementary School
- Ainsworth Elementary School \*
- Capitol Hill Elementary School
- Chapman Elementary School
- Duniway Elementary School
- Faubion School
- Grout Elementary School
- James John Elementary School
- Maplewood Elementary School \*
- Markham Elementary School
- Peninsula Elementary School \*
- Rosa Parks Elementary School
- Sabin Elementary School
- Skyline School \*
- Vestal Elementary School
- Winterhaven Elementary School \*

\*New school partner for 2023/24

## Reading Results

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### Partners/Funders

Reading Results is grateful for the support of the following foundations and corporate sponsors:

The Gary M. Anderson Children's Foundation	The Marie Lamfrom Charitable Foundation
Fund of Oregon Community Fund	Leatherwood Family Fund of Oregon Community Foundation
Anonymous Family Foundation	The Mason Trust
Autzen Foundation	Robert K. and Judith A. McDermott Fund of Oregon Community Foundation
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The Jackson Foundation	Reading Results Staff
Jensen Investment Management	RE/MAX Equity Group Foundation
The Johnson Charitable Trust	The Renaissance Foundation
Kelly-Evans Family Fund	Reser Family Foundation
KeyBank	James and Shirley Rippey Family Foundation

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Jeffrey L. Rippey Family Charitable Fund  
The Root-Kim Family Fund  
Ross Stores Foundation  
Arlene Schnitzer Trust  
Silver Family Foundation  
Spirit Mountain Community Fund  
The Standard  
The Standard Giving Campaign  
The Stimson-Miller Foundation  
Tom and Vickie Stringfield Fund of Oregon Community Foundation  
Dan and Linda Sullivan Charitable Account  
The Swigert Foundation  
Herbert A. Templeton Foundation  
Trail Blazers Foundation Fund of Oregon Community Foundation  
Rose E. Tucker Charitable Trust  
Catherine and Mark Turner Fund of Oregon Community Foundation  
US Bank Global Fund Services  
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Wieden + Kennedy  
Willowgate Fund of Oregon Community Foundation  
Windermere Foundation  
Wintz Family Foundation  
The Wobbrock Family Fund  
Juan Young Trust

...and THANK YOU to our many dedicated individual donors!

## Reading Results

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### 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



### What People are Saying

“Reading Results has had a positive impact on our student data. The partnership allows us to target specific needs of our students, and we have seen growth in their reading ability because of the interventions provided by the Reading Results team. Reading Results has provided job opportunities for our parents, which helps raise the confidence and opportunities in our community. I value our partnership with Reading Results and consider the support a valued asset to our student’s success!”

*-Ericka Guynes, Principal Earl Boyles Elementary School  
2013 Oregon Elementary Principal of the Year*

“Our now second grader has always done everything at her own pace, and reading was no exception. We have been thrilled by how much confidence she has gained while participating in Reading Results. The support that the program has provided is invaluable in so much as it has made a fundamental change in the way that she approaches reading - one that we know will stay with her forever.”

*- Thomas, Reading Results Parent*

“It has helped us improve our reading scores. It helps our students become stronger learners, stronger readers. They’re able to read out loud in class, where maybe before they weren’t. That confidence permeates, not only in reading, but it also affects their writing, and their math, and just their general self-esteem.”

*- Scott Choate, Former Principal, Portland Public Schools*

“Reading Results is one of the best examples in our community of an organization that has succeeded in building effective partnerships and 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 Reading Results program.”

*- Dan Ryan, Portland City Commissioner*

“Our partnership with Reading Results has been amazing for our students. The confidence they experience as they become readers and the joy they experience when they can unlock text and all the worlds that books provide is really powerful.”

*-Dana L. Nerenberg, Principal, Sitton Elementary School*

“Having the opportunity for students to come and get that extra support has been important for students, but also for teachers. I believe that old saying that it takes a village it’s not just classroom teachers, not just a principal, it’s also partners like Reading Results that come in and really help increase the benefit of supporting students. I’m really grateful that we have Reading Results. Our kids are coming out of this program feeling better about themselves. Come out of this program with more confidence as readers.”

*-Tina Turner, Principal, Rosa Parks Elementary*