



## 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 members 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 throughout 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.



### In the 2025-2026 school year, we will:

- Serve over 900 students, expanding outside the Portland/Metro area.
- 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 consistent awareness and implementation of racial equity improvements.

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

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

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## 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
- 24-32 K-4th grade seats offered at each school (standard program)
- Instruction reinforces foundational reading skills based in the science of reading and structured literacy, 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, professional reading skills tutors, and/or tutors who have been on-staff at Reading Results for multiple years and have displayed strong mastery of literacy instruction and pedagogy
- Tutors are recruited from our school communities 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 Anti-Biased/Anti-Racist approach which informs both our program delivery and employment practices
- We follow a continuous improvement model and request feedback on how we can better serve our school partners and the broader community



## **Board of Directors 2025-2026**

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## 2025/2026 Partner Schools

### **Centennial School District**

- Meadows Elementary School (Extended Day)
- Powell Butte Elementary School

### **Oregon City School District**

- Gaffney Lane Elementary School
- Redland Elementary School

### **Portland Public Schools**

- Astor Elementary School
- Boise-Eliot Elementary School
- Bridger Elementary School
- Bridlemile Elementary School
- Buckman Elementary School
- Capitol Hill Elementary School
- Chapman Elementary School
- Clark Elementary School
- Creston Elementary School
- Dr. Martin Luther King Jr. Elementary School
- Duniway Elementary School
- Faubion School
- Grout Elementary School
- Hayhurst Elementary School
- Irvington Elementary School
- Jason Lee Elementary School
- Kelly Elementary School
- Laurelhurst Elementary School
- Maplewood Elementary School
- Markham Elementary School
- Marysville Elementary School
- Peninsula Elementary School
- Rosa Parks Elementary School
- Sabin Elementary School
- Stephenson Elementary School
- Vernon Elementary School
- Vestal Elementary School
- Whitman Elementary School
- Woodlawn Elementary School
- Woodmere Elementary School

### **Salem/Keizer School District**

- Highland Elementary

### **Charter Schools**

- KairosPDX (Extended Day)
- Portland Village School



## What people are saying about Reading Results:

“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, Former 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 Joyce, Principal, Rosa Parks Elementary*