**Reading Recovery**

is a highly effective short-term intervention of one-to-one tutoring for lowest-achieving first graders. Reading Recovery’s student results are rooted in a three-tiered professional development model for teachers, teacher leaders, and university trainers. Since Reading Recovery began in North America in 1984, it has reached nearly 2.3 million first graders and trained tens of thousands of teachers.

**The Reading Recovery Council of North America, Inc. (RRCNA)**

is a not-for-profit association of Reading Recovery professionals, advocates, and partners. Established in 1996, the Council is the only professional organization devoted to serving the priorities of the Reading Recovery community. Governed by a volunteer board of directors, membership and participation are open to anyone interested in Reading Recovery and early literacy. The nearly 4,000 members of RRCNA work to develop professional resources, advocate for Reading Recovery, participate in professional development opportunities, and support research.

---

**Annual Results**

2015–2016 Reading Recovery and Descubriendo la Lectura*

U.S. Student Results

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Taught</td>
<td>43,119</td>
</tr>
<tr>
<td>Complete Interventions</td>
<td>32,945</td>
</tr>
<tr>
<td>Children Who Successfully Discontinued Lessons**</td>
<td>24,003</td>
</tr>
<tr>
<td>Students Served in Other Roles</td>
<td>200,139</td>
</tr>
</tbody>
</table>

*Descubriendo la Lectura, the reconstruction of Reading Recovery in Spanish, is used with children whose classroom literacy instruction is in Spanish.

**As soon as students can read within the average range of their class and demonstrate that they can continue to achieve, their lessons are discontinued, and new students begin individual lessons.

Summary results based on the Reading Recovery National Summary Report for the United States (August 2015) and the Descubriendo la Lectura National Summary Report for the United States (July 2015), The Ohio State University, International Data Evaluation Center. [http://www.idecweb.us/](http://www.idecweb.us/)

---

**Long-Term Results**

1984–2016 Reading Recovery and Descubriendo la Lectura U.S. Student Results

**2,301,389 Students Taught**

Over the past 32 years, about 75% of students who completed the full 12- to 20 week series of lessons met grade-level expectations in reading and writing.
With thanks to our Associate Members for their generous support

RRCNA Membership

<table>
<thead>
<tr>
<th>Role</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Recovery Teacher</td>
<td>63.4%</td>
</tr>
<tr>
<td>Reading Recovery Teacher Leader</td>
<td>9.1%</td>
</tr>
<tr>
<td>Reading Recovery Trainer</td>
<td>1.3%</td>
</tr>
<tr>
<td>Reading Recovery Site Coordinator</td>
<td>1.7%</td>
</tr>
<tr>
<td>Reading Recovery Partner</td>
<td>19.1%</td>
</tr>
</tbody>
</table>
Building bridges to increase visibility

Of all the initiatives carried out by RRCNA, increasing the visibility of Reading Recovery and our members’ work is essential and a key priority. We are focused on conducting outreach to organizations that share similar values and priorities, building bridges with school principals and administrators, state education agencies, and organizations focused on getting children reading on grade level.

It was thrilling to receive an invitation from the White House to participate in President Obama's My Brother's Keeper (MBK) event in mid-October, hosted along with the White House Office of Social Innovation, U.S. Department of Education, Campaign for Black Male Achievement, Laura and John Arnold Foundation, and Results for America. The MBK What Works Showcase featured 33 evidence-based program models and interventions. Reading Recovery was one of just six with strong evidence of effectiveness. (You can read more about the event on page 8.)

I am equally excited about the outreach being performed by so many of the 6,000+ Reading Recovery professionals in the U.S. and Canada. Teacher leaders and trainers are meeting with district administrators, elected officials, and state and provincial policymakers to share Reading Recovery’s success. Reading Recovery teachers are serving as literacy leaders in their schools, contributing to the professional development of their teacher colleagues, as well as improving student reading achievement. At the community level, Reading Recovery professionals are speaking to city councils, chambers of commerce, and community organizations. And, social media is being used to extend our voices to educators, friends, colleagues, and decision makers around the world.

It is crucial that each one of us creates and capitalizes on every possible opportunity to spread the word about Reading Recovery — the most well-researched and proven reading intervention. Difficult economic times provide an easy excuse to cut back or eliminate necessary programs. We must inform and then pressure decision makers to maintain Reading Recovery, the absolute best option for our lowest readers.

I am so proud of the work of our board of directors, committees, and staff. Please enjoy reading this year’s annual report!

— Jady Johnson, RRCNA executive director
Learning from evidence-based innovation

When baseball fans talk *Moneyball* they’re referring to the legendary accomplishments of the Oakland A’s management. Using evidence-based analytics, they put together a team that could compete with the Yankees, with only a fraction of that team’s resources. Superintendents and educational administrators face a similar challenge — how to help their students compete with the best in the world facing severely limited resources. This educational *Moneyball* requires an unconventional and analytical use of evidence to maximize how we invest in our professional team.

Since its beginning, Reading Recovery has required data collection and research, making it perhaps the most fully researched early reading program in the world. No other beginning reading program comes close to the effectiveness ratings established in the independent review by the What Works Clearinghouse. With a 3-decade history of evidence-based professional development in the United States, the Reading Recovery approach has been consistently developed, refined, and researched.

The impact on students’ literacy learning demonstrated in this research qualified The Ohio State University and 18 other Reading Recovery university training centers in 2010 for a 5-year Investing in Innovation (i3) scale-up grant. In the final independent report of one of the largest studies of an instructional program expansion in U.S. history, the Consortium for Policy Research in Education evaluators found strong gains in student achievement.

Ensuring literacy learning for all students requires a team of professionals who can optimize instructional decisions and the literacy support system. RRCNA and the North American Trainers Group are building on the successful scale-up efforts using the improvement science approach developed by Tony Bryk, president of the Carnegie Foundation for the Advancement of Teaching, and his colleagues. As Bob Schwartz pointed out in a *Journal of Reading Recovery* article examining the i3 study findings and lessons learned, implementing an intensive intervention like Reading Recovery is hard work. The impressive results in the i3 evaluation reflect the lessons learned as the Reading Recovery community problem solved implementations across schools, districts, and countries with unique strengths and challenges. The variation in outcomes among schools shown in the i3 evaluation reaffirms Clay’s belief that there is always more to learn.

We know that Reading Recovery-trained teachers are among the most knowledgeable literacy professionals. Yet, the Reading Recovery intervention is seen as expensive, and principals are focused on literacy levels of the entire student body. It’s time for the Reading Recovery network to take charge of that schoolwide narrative and provide school administrators reasons to appreciate the power of what Reading Recovery-trained teachers and teacher leaders can do to affect whole-school transformation.

We will continue to learn with teachers and administrators across the educational community as we build on the i3 scale-up research to further optimize early intervention services. Investing in teachers who continue to refine their practice and learn as they build on the strengths of our most at-risk students may not be the conventional wisdom, but we have evidence that it is the only effective way to play the game.

— Craig Dougherty, 2015–2016 RRCNA president
Resources for Teaching and Learning

RRCNA websites and microsites provide teaching and professional development resources, conference details, and a wealth of information about Reading Recovery teaching, training, implementation, and research. Busy educators, policymakers, families, and Council members were among the site visitors who tallied more than 1.3 million pageviews. Installation of new association management software during the year allowed us to begin an update and rebuild of the main readingrecovery.org website and to enhance online member benefits.

Along with a new searchable membership directory, the Council’s members-only professional development resources now include over 80 Listening Library audio recordings and National Conference session videos. The Reading Recovery Book List now features over 5,800 titles and offers members the ability to perform custom searches and print their own lists and labels. Other most frequently accessed member resources are the searchable journal archive, family communication resources, and lesson forms.

The Journal of Reading Recovery
Published in spring and fall each year since 2000, The Journal of Reading Recovery (JRR) is the only journal devoted to Reading Recovery teaching, implementation, research, and RRCNA news. Issues celebrated the strong investment in teacher knowledge, skills, and reflection that is provided by Reading Recovery training.

New Special Collections Volume 3
This new collection features direct reprints of popular journal articles published from 2008–2012. The Special Collections extend our reach to a wider early literacy community and provide an opportunity to reflect, discuss, and share with others a deeper understanding of Reading Recovery theory and procedures.

We also extended our social media reach with frequent posts to Facebook, Twitter, and LinkedIn with both Reading Recovery and national conference updates. And in a first for the Council, RRCNA partnered with our United Kingdom colleagues for an international Reading Recovery Read Aloud. RRCNA posted, shared, tweeted, and retweeted dozens of photos of students during the Read Aloud, including this Skype session between Reading Recovery students in Boston and Clare County, Ireland.
More than 2,300 educators from around the world took part in this rich 4-day learning experience February 6–9 in Columbus, Ohio. Outstanding keynote speakers Linda Dorn, Steve Jenkins, and Anthony Muhammad shared their knowledge on engaging children in meaningful reading and writing, creating high-interest nonfiction stories, and building the most effective model for improving student achievement. More than 100 concurrent sessions addressed a wide range of content that balanced theory with practice to meet the professional development needs of attendees.

New meeting space and a packed exhibit hall added to the conference excitement.
Advocacy and Outreach

RRCNA Visits the White House

RRCNA continually focuses on increasing the visibility of Reading Recovery, and the White House My Brother’s Keeper event was a special opportunity to showcase our success. White House officials, federal agency representatives, foundations, nonprofits, and media members learned of our positive impact, and the livestream generated even greater interest on Twitter and Facebook.

In addition to the MBK event, leadership worked with national organizations including the Committee for Education Funding, National Association of Elementary School Principals, Council of Administrators of Special Education, National Association of State Directors of Special Education, and the Council of Chief State School Officers.

Dante Marshall, one of the first children in the U.S. to receive Reading Recovery lessons, was chosen to participate in the “What Works in Action” panel discussion featuring beneficiaries of evidence-based programs across the country.

White House Cabinet Secretary Broderick Johnson shakes hands with RRCNA President Lindy Harmon. Joining the conversation are Dante Marshall, Dave Wilkinson, director of the White House Office of Social Innovation, and Michael Smith, special assistant to the President; My Brother’s Keeper.

View from the top! #MyBrothersKeeper #WhatWorks Showcase participants in the Indian Treaty Room.

Michael Smith @MikeSmith_44 - Oct 17
Philanthropy

TEACHER LEADER SCHOLARSHIPS

Hameray Publishing Group and Yuen Family Foundation

Contributions totaling $30,000 helped train two teacher leaders in the U.S. and one in Canada. Teacher Leader Scholarships are granted to school districts that have demonstrated a commitment to continue Reading Recovery and have selected an excellent teacher leader candidate.

The Hameray Publishing Group is dedicated to publishing innovative literacy materials for today’s educators and the Yuen Family Foundation is a private charitable organization. Pictured are (standing left-to-right) Jenny Wilkins, Effingham County Schools, Springfield, GA, training at Georgia State University; Alissa Roe, Oshkosh Area School District, Oshkosh, WI, training at National Louis University; and Teri Turner, York Region District School Board, Ontario, Canada, training at the Canadian Institute of Reading Recovery Central Division; with Ray and Christine Yuen of Hameray Publishing Group.

Kaleidoscope Collection Royalties

For the fifth year since publication, the Hameray Publishing Group and authors of its Kaleidoscope Collection contributed a portion of their sales revenue and royalties to RRCNA. Hameray President Kevin Yuen and his parents, Ray and Christine Yuen, presented a check for $9,920 to RRCNA Executive Director Jady Johnson during the 2016 National Conference.

The Kaleidoscope Collection includes 150 leveled readers written by a team of experienced Reading Recovery teachers, teacher leaders, literacy coaches, and reading specialists—all members of RRCNA. The series contains both fiction and nonfiction books. Children’s author Joy Cowley provides editorial guidance for the series that has now generated more than $44,000 in royalties! Appreciation goes to Kaleidoscope authors and to the Yuen family, which has a history of generous support for Reading Recovery!
PROFESSIONAL DEVELOPMENT GRANTS

Grants of $1,000 were awarded by the following donors to help Reading Recovery professionals attend the National Conference.

Tenyo Family Foundation provided 10 National Conference grants. The Foundation was founded by the late Sophie Tenyo to support charitable, religious, scientific, literary, and educational endeavors for the public welfare and well-being of mankind. Recipients were Kelsey Moore, Boulder Valley School District, Boulder, CO; Mary Webster, Rochester Community Schools, Rochester, MI; Angela Wheeler, Monroe County Schools, Tompkinsville, KY; Kristin Kincaid, Mundelein School District #75, Gurnee, IL; Cynthia Listort, Kingston City Schools, Kingston, NY; Ellen Reiling, Guilderland Central School District, Bennington, VT; Kathryn Salinas, Lamar CISD, Richmond, TX; Aimee Sexton, Metcalfe County Schools, Edmonton, KY; Joyce Mol, Mundelein School District #75, Lindenhurst, IL; and Jennifer Wicklow, Fargo Public Schools, Fargo, ND.

Reading Reading Books, LLC is an educational publisher located in Reading, PA. They offer a variety of fiction and nonfiction leveled books designed for beginning readers. This year’s grant recipient was Mary Renfrow-Brown, Elizabethtown Independent Schools, Elizabethtown, KY.

Dr. Julie Olson Literacy Professional Development Grant was established in honor of Dr. Olson, a retired director of Independent School District #196 elementary education and Reading Recovery site coordinator. The grant supports Reading Recovery professionals from ISD #196 to attend the National Conference. Two $1,000 grants were awarded to Sheila Trzynka and Teri Townsend of Eagan, MN.

KEEP BOOKS are designed as a school/home book program that addresses the need for inexpensive, but interesting books for young children to read at home. KEEP BOOKS provided two $1,000 grants. Recipients were Mary Schwartz, Summit School District RE-1, Silverthorne, CO; and Susan Thomas, Cobb County Schools, Marietta, GA.

MaryRuth Books offers instructional, clever books that provide reading practice using photos and illustrations to facilitate word recognition and engage the young reader. MaryRuth Books provided two $1,000 grants. Recipients were Lori Dupuis, Rochester Community Schools, Rochester, MI; and Catherine Schoon, New Haven Unified School District, Fremont, CA.
Geri Stone Memorial Fund Grants and Scholarships

Family members and friends established this fund in memory of Geri Stone's leadership and work as a Michigan Reading Recovery teacher leader. Grants and scholarships are awarded to Reading Recovery professionals to help offset the cost of training, professional development, or other literacy efforts. Recipients were Therese Anderson, Brokenhead Ojibway National School District, Winnipeg, Manitoba, Canada; Kourtney Lobsinger, Annette Laureto, and Douglas Hibbs, Kearsley Community Schools, Flint, MI; Michelle Orzel and Amanda Palen, Richfield Public School Academy, Flint, MI; Katherine Ruhlman, Beth Shemanski, Cheryl Shifflett-Smith, and Kenneth Janczarek, Lapeer Community Schools, Lapeer, MI; Kelly Vangel and Karen Allmen, Lapeer Community Schools, Lapeer, MI; and Lisa Bradley, Napoleon Community School, Napoleon, MI.

SongLake Books hand selects the best books from the best companies and organizes them into leveled book sets for guided reading and Reading Recovery. Book collections include fiction and nonfiction selections with a variety of genres at each level and are culturally diverse and gender fair. The 2016 grant recipient was Kelley Weiss, MSAD #31, Enfield, ME.

The Minnesota Professional Development Grant was established in memory of Reading Recovery teacher leader, Diane Holum. This award honors her commitment and passion for literacy and learning. The 2016 grant recipient was Jill Johnson, ISD #196, Eagan, MN.

Normandy School District teachers-in-training: Lynn Kenney, Sharon Morris, Cathy Harris, Shaunda Miller Wade, Crystal Spearman, and Cathy Simon

EXPANSION GRANTS CONTINUE TO FUND NEW IMPLEMENTATIONS

Thanks to an initiative undertaken in 2015 by a number of RRCNA’s associate members, teachers are once again being trained for a new implementation of Reading Recovery. The University of Arkansas at Little Rock was awarded a $7,000 grant to assist with the training of six new Reading Recovery teachers for the Normandy Schools Collaborative in urban St. Louis, MO. Each teacher-in-training received a generous starter set of books and materials donated by Pioneer Valley Books, Kaeden Books, Blueberry Hill Books, Reading Reading Books, Richard C. Owen Publishers, and Resources for Reading.
With Appreciation to All Our Generous Donors

$50,000+
Gay Su Pinnell
Pinnell Educational Foundation

$10,000 to $24,999
MaryRuth Books
Pioneer Valley Books
Reading Recovery Council of Michigan
Tenyo Family Foundation

$5,000 to $9,999
Hameray Publishing Group/Yuen Family Foundation
Southeastern Regional Reading Recovery Association

$1,000 to $4,999
David Gilbert
Margaret Griffin *
Jady Johnson
Keep Books
Patricia Kelly *
Carol Lyons
New Jersey Reading Recovery Network
Reading Reading Books
Reading Recovery Council of Iowa
Lynn Salem *
SongLake Books
Michael Stone
Sybil & Shelby Yastrow

$250 to $999
Anonymous
Billie Askew *
Janet Behrend
Craig & Judy Dougherty
Sue Duncan *
Patricia Fostvedt-Oxendale
Lucy Gettman
Anita Gibson
Sharan Gibson
Tamara Ho
Glenda & Robert Hutton
Jacobson Center for Comprehensive Literacy & Reading Recovery Academy
Angela & Scott Jaggar
Peter Johnston *
Noel Jones
Lynn Kerr
Lisa (Weezy) Kimbrell
Michael Lemaster
Maryann McBride
Mid-Atlantic Reading Recovery Council
Tasha Morgridge
Northwest Area Education Agency Teachers
Julie Olson
Walter & Darlene Pickup
Alice Ransil
Paula Ruedebusch
Patricia Scharer
James Schnug
Robert Schwartz & Patricia Gallant
Anne Simpson
Patricia Staab
Marsha Studebaker *
Beth Swenson
Karen Thom
Carla Weber
Dianne Wesselhoft *

$100 to $249
Erin Anderson
Janet Antman
Ruth Ann Arnold
Patricia Ayers
Paula Bennet
Ann Bogan
Todd Brown
Betsy Bunnel
Susan Cassidy
Karim Cecere
Lisa Chappel
Christine Chase
Margaret Clark
Suzanne DeWeese *
Barbara Domek *
Mary Anne Doyle *
Michele Dufresne
Cathleen Duvall
Judy & Randy Embry
Sheila Erlach
Tee Fiero
Salli Forbes
Vicki Fox
Juli Frey
Mary Fried *
Kent Gage *
Francisco Gomez-Bellenge
Renee Gonzalez-Gomez
Pamela Grayson
Kathryn Hardman *
Anita Hawkins
Mary Hendley
Allison Henry
Christopher Jackson
Mary Jackson *
Joan Killingsworth
Adria Klein *
Elizabeth Larrabee
Mary Lose
Patricia Lucas
Shelly Maxfield
Andrea McCarrier

The Reading Recovery community is deeply grateful for your support. Your tax-deductible gift will help to bring one of the most-successful international reading and writing interventions to struggling readers across North America.
Remembering Debby Wood

For more than 40 years, Debby Wood served the children of Prince George's County Public Schools in Maryland as a classroom teacher, reading specialist, Reading Recovery teacher and teacher leader. The recipient of a Goizueta Foundation Teacher Leader Scholarship, she trained at Shippensburg University under Dr. Janet Bufalino in 2001–2002. Determined to train in Reading Recovery, Debby applied multiple times and still holds the record for applications on file. Administrators didn’t want to lose her expertise, but Debby knew that Reading Recovery training would only increase it. Debby received an RRCNA grant to attend the National Conference and always looked forward to the excellent professional development. Her co-workers remember that she enjoyed going to Columbus (even in winter) because she loved learning and sharing her new learning with her teachers. She also shared her knowledge as a conference presenter. Established by her colleagues, The Debby Wood Professional Development Grant will provide $1,000 to help other Reading Recovery professionals attend the National Conference.
In Memory of Robert Sweet

Literacy was very important to Bob Sweet. Although he never finished high school, he read widely in both English and Spanish and wrote many letters to the editors of newspapers that were frequently published. He was very proud of his wife, Janet Behrend, for her work with Reading Recovery, and he supported everything she did.

Born in St. Louis, Missouri, Bob worked in heavy construction most of his life and operated a small trucking and excavation business. He loved the outdoors, music, good food, travel, and meeting the local people everywhere he went. He always wanted to hear their stories and would strike up a conversation with anyone. Active in many peace and justice organizations, his travels took him to Nicaragua, Cuba, Panama, the Dominican Republic, Puerto Rico, Germany, and Honduras. In 1983, Bob ventured to the Lacandon jungle in Chiapas, Mexico, to investigate the forced removal of Guatemalan Indians from their land. He traveled for the second time to Nicaragua in 1984, with an international brigade in solidarity with the Sandinista revolution. Most recently, he was an election observer for the elections in Honduras.

Janet’s ties to RRCNA are strong, having served in many leadership positions including president of the 2014–15 board of directors. She retired last year after 37 years as an educator and 13 as a trainer at the University of Arkansas at Little Rock. When Bob passed away in 2015, Janet’s colleagues honored both their accomplishments with University of Arkansas at Little Rock. When Bob passed away in 2015, retired last year after 37 years as an educator and 13 as a trainer at the University of Arkansas at Little Rock.

Janet’s ties to RRCNA are strong, having served in many leadership positions including president of the 2014–15 board of directors. She retired last year after 37 years as an educator and 13 as a trainer at the University of Arkansas at Little Rock.

With Appreciation to All Our Generous Donors

*Denotes Supporting Member

We have made every effort to provide a complete list of donors making contributions within the fiscal year July 2015–June 2016 and sincerely regret any errors or omissions. Please call us at 614-310-7330 with any corrections.

**Honorary Gifts**

The following are people who are recognized in honorariums and the people who donated in their names.

**Jill Alfieri**
Jinna Collins-Jwacu
Ann Nehring

**Alina**
Maren Koepf

**Angie Bennett**
Kimberly Massie

**Michelle Blau**
Michelle Amend

**Children**
Karim Cecere
Mary Ann Clark
Lana Rinaman

**Tracy Toothman**
Beth Tucker
Kelly Vangel
Susan Vialpando
Mary Ellen Vigante
Susan Vincent
Rita Vonada
Sherri Wadsorth
Karen Wagner
Karen Ward
Lynee Waskin
Beverly Wells
Silver White
Lisbeth Whiting *
Jennifer Wicklow
Routh Widmayer
Angela Wilcox
Carrie Williams
Gale Willis
Kathy Wilson
Linda Wilson
Andrea Wolf
Victoria Wong
Nico Woodruff
Debra Yetts
Janeen Zuniga

**With Appreciation to All Our Generous Donors**

- Susan Mayer *
- Leslie McBane
- Jennifer McCarty-Plucker
- Tiffany McConnee
- Kelly McDermott
- Sandra McDonald
- Kathy McGee
- Marla McGill
- Nicki McGowan
- Jodi Meier
- Heather Miller
- Julie Miller
- Joyce Mol
- Michaela Moore
- Nicolette Moore
- Marisa Morales
- David Moriarty
- Elizabeth Morris
- Jacquelyn Moser *
- Angela Mosley
- Sharon Moulton
- Peter Mudre
- Judith Neal *
- Ann Nehring
- Mary Noll
- Eva O’Brien *
- Connie Obrocha
- Michelle Orzel
- Sarah Papineau
- Ida Pataca
- Marie Paulhus
- Jennifer Peavy
- Kathleen Pentek
- Miguel Perez-Soler
- Tonya Person
- Mary Lou Petters
- Valerie Phillips
- Joanne Pinkerton
- Genie Pitts
- Margaret Pollard
- Susan Pollpeter
- Rebecca Powell
- Linda Randall
- Christy Redmon Germany
- Julie Reeves
- Lisa Rek
- Jill Reynolds
- Jeannene Riddle
- Lana Rinaman
- LuAnn Rinar
- Sherry Roberts
- Retha Roblero
- Emily Rodgers *
- Joyce Romano
- Margaret Row
- Lois Ruckert
- Debbie Rush
- Kelly Russell
- Marie Sasso
- Jennifer Samoly
- Lois Saxe
- Anne Schreck
- Mary Schwartz
- Karen Scott
- Shannon Scott
- MaryAnn Segovia
- Linda Sherwood
- Linda Shusterman
- Lisa Silva
- Cathy Simms
- Donna Singleton
- Nancy Sipe
- Synda Slegeski-Buhacevich
- Vickie Slone
- Amy Smith
- Carol Smith
- Sharon Smith
- Marla Smith Gorski
- Susan Smith-White *
- Joan Spatz
- Cheryl Steger
- Lynda Steinberg
- Mary Beth Stevens
- Carol Stothers
- Lucia Street
- Kristi Stuck *
- Diane Sullivan
- Jennifer Tallman
- Betsy Tautin
- Michal Taylor
- Tracy Toothman
- Beth Tucker
- Kelly Vangel
- Susan Vialpando
- Mary Ellen Vigante
- Susan Vincent
- Rita Vonada
- Sherri Wadsorth
- Karen Wagner
- Karen Ward
- Lynee Waskin
- Beverly Wells
- Silver White
- Lisbeth Whiting *
- Jennifer Wicklow
- Routh Widmayer
- Angela Wilcox
- Carrie Williams
- Gale Willis
- Kathy Wilson
- Linda Wilson
- Andrea Wolf
- Victoria Wong
- Nicole Woodruff
- Debra Yetts
- Janeen Zuniga

2015–2016 Operational Overview

From FY 2016 (July 2015–June 2016) audited financial statements prepared by Rea & Associates. For complete audited financial statements, visit www.readingrecovery.org

**Income Overview**

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage</th>
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</thead>
<tbody>
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<td>Program services</td>
<td>66.6%</td>
</tr>
<tr>
<td>Membership dues</td>
<td>15.8%</td>
</tr>
<tr>
<td>Contributions &amp; grants</td>
<td>13.0%</td>
</tr>
<tr>
<td>Net product sales</td>
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</tr>
<tr>
<td>Other</td>
<td>1.5%</td>
</tr>
<tr>
<td>Interest</td>
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**Total Income** $1,828,929

**Expense Overview**

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<th>Percentage</th>
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<tbody>
<tr>
<td>Program services</td>
<td>74.3%</td>
</tr>
<tr>
<td>Management &amp; general</td>
<td>23.1%</td>
</tr>
<tr>
<td>Fundraising</td>
<td>2.6%</td>
</tr>
</tbody>
</table>

**Total Expense** $2,007,223

**Memorial Gifts**

The following are people who are recognized in memory and the people who donated in their names.

**Teacher Leaders**
- Patricia Fostvedt-Oxendale
- Patricia Scharer
- Sandra Shavlik
- Anne Simpson
- Sharon Vandike
- Vickie Voutiette
- Carla Weber
- Anne Schreck
- Dianne Frasier Wesselhoft
- Kathryne Salinas
- Julie Wolfe
- Michaela Moore

**Janet Bufalino’s Father**
- Anita Gibson

**Marie Clay**
- Karin Cecere
- Margaret Griffin

**Texas Woman’s University**
- Peter Johnston

**Fanny Elizabeth Eaton**
- Marlene Loturco

**Paul Arthur Edwards**
- Jeane Lemire

**Barbara Fecteu**
- Lynne Kageleman

**Anita Ferree**
- Carmen Amato
- Sherri Wadsworth

**Lillian Hanawalt**
- Anita Gibson

**Kathy Harrell**
- Paul Harrell

**Darrill Hashman**
- Heather Garland

**Shirley Hauenstein**
- Anita Hawkins

**Diane Holum**
- Beth Swenson

**Laurie Horne**
- Lauren Johnson

**Lenore Johnson**
- Betsy Tautin

**John C. Manning**
- Kristine Samsel

**Jimmie Matthews**
- Ann Bogan

**Eileen McSwiney**
- Lynda Steinberg

**Trish Walz**
- Wendy Benson

**Keith Shoemaker**
- Tee Fiero

**Trika Smith-Burke**
- Margaret Burud

**Vicki Bell**
- John and Jo Mink

**Tashia Morgridge**
- Tee Fiero

**Minnesota Reading Recovery Teachers**
- Beth Swenson

**Tashia Morgridge**
- Tee Fiero

**New Jersey Reading Recovery Network**
- Beth Swenson

**Marion Odell**
- Natalie Bivas

**Julie Olson**
- Bonnie Koehler

**Annie Greene**
- Andrea McCarrier

**Virginia Harford**
- Walter & Darlene Pickup

**Memorial Gifts**

**John C. Manning**
- Kristine Samsel

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- Lynda Steinberg

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**Keith Shoemaker**
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- Wendy Benson

**Keith Shoemaker**
- Tee Fiero

**Trika Smith-Burke**
- Margaret Burud

**Vicki Bell**
- John and Jo Mink

**Tashia Morgridge**
- Tee Fiero

**New Jersey Reading Recovery Teachers**
- Beth Swenson

**Marion Odell**
- Natalie Bivas

**Julie Olson**
- Bonnie Koehler

**Annie Greene**
- Andrea McCarrier

**Virginia Harford**
- Walter & Darlene Pickup

**Memorial Gifts**
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2015–2016 Staff and Associates

Administration   Jady Johnson, executive director
                Mike Lemaster, senior accountant
                Linda Wilson, executive assistant
Communications   Vicki Fox, director
                Carissa Hershey, manager
Conferences      Anita Gibson, director
                Valerie Shaw, manager
                Linda Volkovitsch, program specialist
Member Services  Julie Reeves, director
                Carol Lang, office assistant

Our Vision
We ensure that children who struggle in learning to read and write gain the skills for a literate and productive future.

Our Mission
We achieve reading and writing success for children through partnerships that foster:

- Reading Recovery in English, Spanish, or French as an essential intervention within a comprehensive literacy system
- Teaching of children that is expert and responsive
- Professional development for teachers that is specialized and continuous
- Ongoing development of knowledge and practice based on research, data, and the theoretical framework that has underpinned Reading Recovery since its founding