



THE READING LEAGUE

A Decade of Impact

2025-2026 ANNUAL IMPACT REPORT

Our Mission

To advance the awareness,
understanding, and
use of evidence-aligned
reading instruction.

Our Vision

All educators who teach students to read will
use evidence-aligned practices, resulting in
successful reading outcomes for their learners.

Our Belief

All children deserve to learn to read,
and *all teachers* can learn to teach them.

Founded in 2016, Syracuse, New York

Table of Contents

2	Our Mission
4	Letter from Our CEO
6	A Decade of Impact Timeline
8	Reshaping the System: Supporting the Full Ecosystem
10	Professional Learning: From Knowledge to Systems
11	Curriculum Tools: Clarity in a Crowded Marketplace
12	Chapters: Building State-Level Leadership
13	Our Growing Network
15	Chapters in Action: Where the Mission Lives
17	<i>The Reading League Journal</i>
18	Educators of Color Conference Community
20	The TRL Shop: The Right Resource, The Right Hands
23	Events: Where the Field Comes Together
24	Financials: Every Dollar Advances Literacy
26	With Gratitude: Our Donors
34	The Next Ten. Together.
35	Join the League

A Note From Our CEO



Dear Reading Leaguers,

Years before The Reading League existed, I stood outside a school after completing a successful intervention study. The teachers in our study had gained expertise that allowed them to close reading gaps of their kindergarten and first-grade students. As I loaded materials into my car, I began to cry. Historically, I knew that once we left, the teachers would likely not have the support they needed to continue, and the children would keep struggling. The research would sit on a shelf, and the gap between what we know and what happens in classrooms would remain.

That moment planted a seed: *Educators and systems needed more.* In 2016, with more belief than certainty, I founded The Reading League.

A decade later, The Reading League's (TRL) impact is clear. Our work is reshaping curriculum, policy, teacher preparation, and school leadership. In 2025, TRL expanded its professional learning with school districts across the country, increased the reach of its Curriculum Evaluation Guidelines and Navigation Reports, and began collaborating with teacher preparation programs at colleges and universities to align their curricula with the science. All of these impact the quality of reading instruction a child receives in their classroom. This year alone, more than 130,000

educators engaged with TRL's training and resources, returning to their classrooms better equipped to reach *every child*.

This progress belongs to all of us—educators, donors, Reading League state chapter leaders, researchers, and so many others—who believed there had to be a better way and worked to build it.

There is still more to do. Most children in this country are not yet receiving reading instruction aligned with how the brain learns to read. That reality doesn't diminish what we've built—it underscores why it matters. **The foundation is strong. The momentum is real. And The Reading League is more connected and impactful than ever.**

Thank you for being part of this work during our first decade. We are just getting started.

It Takes A League.

With gratitude,

A handwritten signature in black ink that reads "Maria Murray".

Maria Murray, Ph.D.

Founder and CEO
The Reading League



THE READING LEAGUE

A Decade of Impact Timeline

2016

The Reading League is officially incorporated.

The first school partnership is formed, and a live event brings the community together.



2015

Maria Murray asks: “Hey reading peeps, what do you say we all get together and develop PD for teachers?” **A single Facebook post sparks a movement.**



2017

The 1st Annual Conference is held in Cazenovia, New York.

2018

A \$9 million investment from Pleasant Rowland accelerates national expansion.



2019

TRL opens a headquarters in Syracuse, NY.

A leadership team forms, the first chapters launch, and the National Right to Read entrusts TRL with its legacy assets.



2020

Rapid innovation: the Journal, Online Academy, and TRL podcast debut.

The 4th Annual Conference reaches 3,275 educators virtually.

TRL earns a Best Practices Award from the Library of Congress.



2021

TRL's Shop opens online and *The Reading League's Reading Buddies®* launches, bringing the science of reading into homes and communities.

Today, the Shop has distributed 772,000 resources from 2021-2026 around the world, and *The Reading League's Reading Buddies®* reaches PBS affiliates in 11 states and has surpassed 8 million YouTube views.

2022

Staff doubles to meet growing demand.

TRL publishes *Science of Reading: The Defining Guide*, and a local movement scales into a global organization.



2023

The Summit and the Educators of Color Conference Community launches, and the Listening and Learning Tour begins.

TRL launches the Compass to provide trusted guidance about the science of reading.



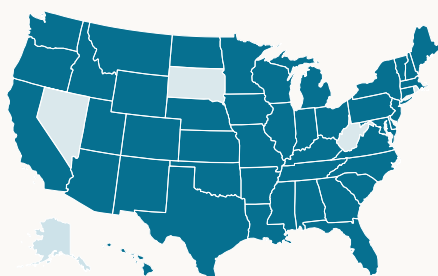
2024

The 8th Annual Conference is held in Charlotte, NC.

The Reading League is nominated for a World Literacy Summit organizational impact award.

TRL begins a consultancy program for educator preparation programs.

TRL issues the first Curriculum Navigation Reports (based on the Curriculum Evaluation Guidelines).



2025

TRL establishes The Reading League Press™.

Professional learning partnerships expand, with new leadership and a focus on state-level work.



2026

TRL enters its tenth year with 46 chapters and over 420 volunteer chapter leaders in a field that looks meaningfully different.

TRL's first decodable series, **Read Then Peek™**, launches.



RESHAPING THE SYSTEM

Supporting the Full Ecosystem

A teacher cannot sustain evidence-aligned instruction alone. The curriculum on their desk, the training their principal received, the preparation they got in college, the policy their state enacted—all of it shapes what happens in a classroom.

TRL works at every level of that ecosystem because every level reaches the educator, and every educator reaches children.



Curriculum Publishers

TRL's Curriculum Navigation Reports are changing what curriculum publishers put into the market. Because TRL accepts no funding from curriculum publishers, these reports carry a credibility that no industry-funded review can match. Publishers engage directly in TRL's review process, providing responses before reports are published—a collaborative approach that one publisher described as *"by far the most collaborative process we have engaged in for a curriculum review."* Following the CNR publication, publishers have reported surges in inbound inquiries from districts and states, the addition of programs to approved lists, and have renewed conversations about evidence alignment that would not have happened otherwise. When publishers respond to independent, rigorous review, educators get better materials. **At the end of every curriculum decision is a child learning to read. TRL's job is to inform that decision.**



Higher Education and Teacher Preparation

The faculty and leaders in educator preparation programs are doing some of the most consequential work in the literacy field—rebuilding, from the inside, how future teachers learn to teach reading. That work is hard. It requires navigating institutional structures, bringing colleagues along, and redesigning courses that have existed for decades. TRL’s role is to equip and support that work. Through on-site visits, facilitated working sessions, and ongoing coaching, TRL helps faculty teams move from awareness of the science of reading to coherent, institution-wide implementation. Across active educator preparation partnerships, faculty have redesigned courses, created new ones, and built coherence across programs that previously operated in silos. One program coordinator described how a TRL engagement became the catalyst for sweeping changes: new courses, new syllabi, a shared template adopted across an entire School of Education, and a faculty culture that had shifted from isolated expertise to genuine collaboration. A professor captured it simply: *“The collaboration has been incredible. My heart is so full.”* When the people who train teachers have the tools and the community to do that work well, every classroom those graduates walk into will be different.



State Education Agencies and Policymakers

At any given time, TRL is actively working with five to ten states to shape literacy policy, advising on legislation, informing guidance documents, and supporting implementation. Ohio, Montana, Michigan, Missouri, Pennsylvania, Alabama, Arizona, Connecticut, and Iowa have all referenced TRL’s Curriculum Evaluation Guidelines and Curriculum Navigation Reports in developing statewide literacy initiatives and curriculum review processes. In 2025, TRL became an approved state professional learning provider through Iowa’s Comprehensive Literacy State Development grant, a first for the organization. Monthly communities of practice bring together state leaders, researchers, and experts on the topics most pressing to each group. The states seeing the most rapid and lasting change are those where philanthropic investment and public commitment work together. TRL’s ability to show up at the policy table, without an agenda other than the science, makes that possible.



From Knowledge to Systems

The Challenge

Knowing what to teach is not enough. Across the country, districts have invested in curriculum, training, and professional development, and still struggle to see lasting change in classrooms. The reason is rarely a lack of commitment. It is a systems problem. When professional learning is not sustained, when leaders and teachers receive different messages, and when coaching stops after the first training day, knowledge fades, and students pay the price.

The Solution

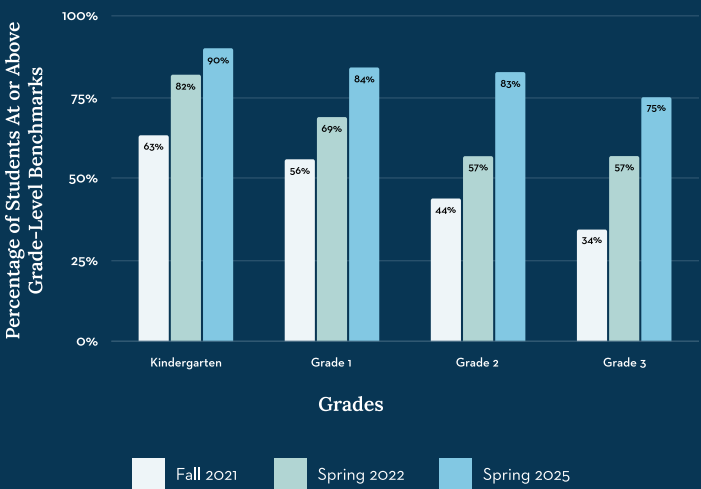
TRL’s professional learning partnerships are built on two bodies of evidence: the science of reading, which guides effective reading instruction, and the science of learning, which guides TRL’s support of educators and leaders in building knowledge and changing practices. Together, they inform an approach grounded in coherence. TRL works alongside educators, coaches, and leaders at every level to build aligned systems that ensure evidence-based instruction is delivered consistently, making a lasting change.

The Impact

In one partner district, **82% of kindergartners reached proficiency in their first year with TRL**. Three years later, 75% of those students remained proficient in third grade. Before the partnership, only 57% were reaching that benchmark. In another district, fifth- and sixth-graders saw a **nearly 20-point increase** in state test scores. These are not one-year gains. They are what sustained systems make possible.

Minnisink Valley CSD

Benchmark Proficiency Growth Before vs. After Implementation



20-point

Increase in upper elementary
state test scores across
multiple districts

80+

Active district partnerships
in 2025

Clarity in a Crowded Marketplace

The Challenge

When a district needed to select a literacy curriculum, that decision would shape instruction for years. But the marketplace was crowded, claims were abundant, and existing review processes were missing something critical: whether the materials actually aligned with how the brain learns to read. Schools were spending time and money on curricula that met state standards' criteria on paper while quietly including practices that the science of reading has shown to be ineffective. Someone needed to address that gap.

The Solution

In 2020, Dr. Murray convened a small group of national literacy experts to develop a tool that existing review organizations did not provide. From an early email thread and a simple spreadsheet, the Curriculum Evaluation Guidelines (CEGs) were born. The CEGs help curriculum decision-makers evaluate what is actually inside a program, identifying practices both aligned and not aligned with reading science before a district commits. The Reading League recognized the challenge of school-based teams that might not have the capacity for this in-depth review process. In the spirit of its mission to advance the awareness, understanding, and use of evidence-aligned reading instruction, expert

review teams engaged in a large-scale review of the most widely used curricula in the United States to develop informative reports called Curriculum Navigation Reports.

Now in its third edition, the CEGs have been updated to include a new science of learning section, reflecting TRL's commitment to ensuring that materials not only include evidence-aligned content but give students sufficient opportunity to actually learn it. As an independent nonprofit that neither sells curriculum nor endorses publishers, TRL is uniquely positioned to offer guidance the field can trust.

The Impact

What started as a spreadsheet is now shaping decisions at every level of the education system. This year, TRL's Curriculum Decision Makers Compass page was visited more than 51,000 times. CEGs were downloaded more than 2,200 times, and CNRs were downloaded nearly 17,500 times. States, districts, publishers, and educator preparation programs are using these tools to make decisions that will shape instruction for years to come. This tool is now part of state-level review processes, giving it direct influence over the instructional materials available to districts.

2.2K+

CEGs Downloaded

17.5K

CNRs Downloaded

51K+

Visits to TRL'S Curriculum
Decision Makers Compass page

**Behind every one of these downloads is a leader trying
to get this right for the children in their schools.**

6

New Chapters
in January 2026

46

Chapters

420

Dedicated
Volunteer Leaders

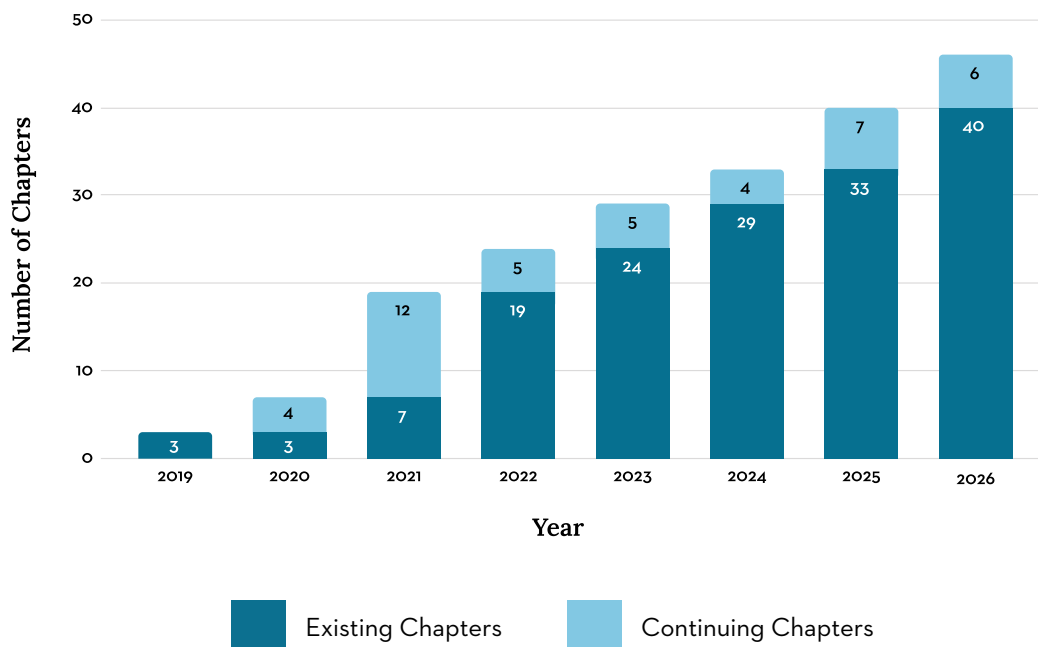
OUR CHAPTERS

Building State-Level Leadership

In January 2026, The Reading League welcomed **six new chapters**, growing our network to **46 thriving chapters**, led by **420 dedicated volunteer leaders**, and reaching an estimated 16,000 members. Across the country, these independent, affiliated chapters are advancing our shared mission by hosting impactful educational events and cultivating strong local communities. **Their efforts expand our reach, engage new stakeholders, and provide invaluable insights and leadership.**

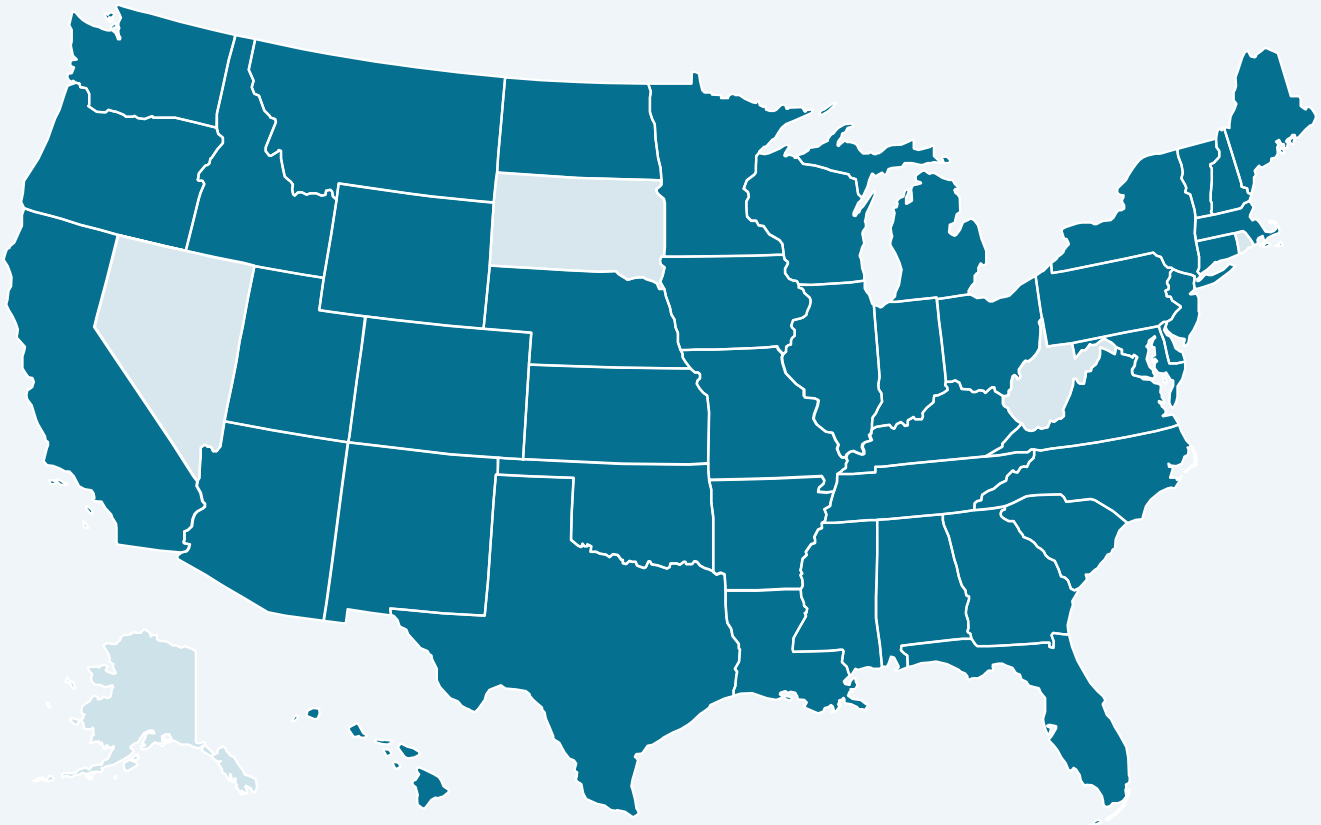
Chapter leaders consistently share that they are not only building meaningful connections but also beginning to see **real shifts in literacy instruction taking hold across their states.**

New Chapters and Continuing Chapters



State Chapter Map

The Reading League has 46 state chapters that share our mission and vision. Our chapters consist of educators, parents, and other stakeholders committed to advancing evidence-aligned reading instruction within their states.



“...The Reading League gives us a platform to be a safety net for teachers in our state. TRL was able to filter out some of the noise and focus on the research. I’m so grateful for the knowledge I received, and now *I’m ready to change the state.*”

Stephanie

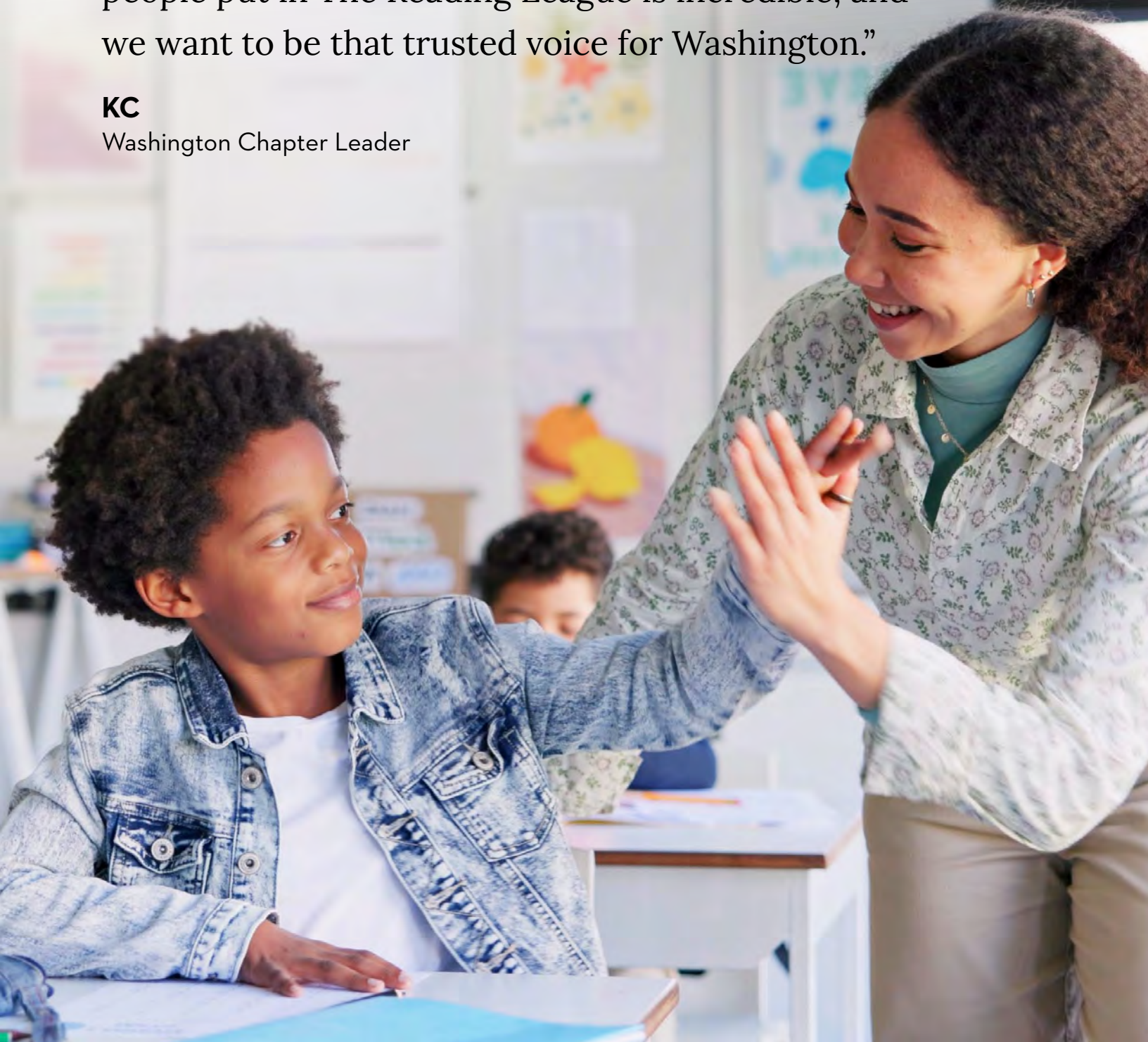
Missouri Chapter Leader

Chapter Leaders Driving Change and Advancing Our Mission

“The mission of The Reading League drives me to continue being a beacon in the state of Washington, especially for teachers who feel alone. The trust people put in The Reading League is incredible, and we want to be that trusted voice for Washington.”

KC

Washington Chapter Leader





CHAPTERS IN ACTION

Where the Mission Lives

The Reading League's state chapters are not just local extensions of a national organization. They are where the mission becomes real, in classrooms, communities, and statehouses.

That reality took shape when The Reading League Colorado hosted its first-ever 5280 Literacy Symposium in June 2024. The event brought together educators, families, and advocates for a day of learning and shared commitment, featuring keynote speaker Kareem Weaver, a screening of the documentary *The Right to Read*, and a panel of Colorado literacy leaders grounding the conversation in the state's realities.

One attendee that day was Representative Eliza Hamrick. She came to listen, and she left with a call to action.

Inspired by what educators and families shared about the barriers children face, Representative Hamrick partnered with The Reading League Colorado and allied advocates and returned to the Capitol to champion a dyslexia screening bill to ensure earlier identification and intervention for students struggling to read. In May 2025, that bill passed.

One chapter. One symposium. One conversation with a lawmaker.

State policy changed.

This is what 46 chapters, 420 volunteer leaders, and 16,000 members make possible—professional growth, community, and systemic change—state by state.

#ItTakesALeague



THE READING LEAGUE JOURNAL

18

Since its first issue, *The Reading League Journal* has served as a trusted bridge between reading research and classroom practice. Published three times a year, the Journal features peer-reviewed articles by leading researchers alongside real stories from schools and districts putting evidence-aligned instruction to work.

The January/February 2026 issue exemplifies this. Five university researchers from institutions across the country contributed a rigorous, accessible guide to understanding what reading assessments actually measure and how to use that data to drive instruction. Research that is both reliable and usable has always been what the *Journal* stands for.

As TRL marks a decade of impact, the Journal will publish a 2026 anniversary edition documenting the history and influence of the science of reading movement. With nearly 2,000 current subscribers and a goal of reaching 4,000 over the next two years, the Journal is growing alongside the field it helped to shape.

Publications
published since TRLJ's
launch in 2020

2K+

Subscribers

3

Publications
published a year



Measuring What Matters: Understanding What Reading Assessments Really Tell Us

by Jessica R. Toste, Daniel Espinas, Eric Oslund,
Amy Ellemann, and Gina Blancarosa

Continuously adjusting course based on student progress, even context, Every instructional decision, at its core, is a learning, and assessment data provide the evidence needed to test that data serve as the map and compass of reading instruction. Here students are in their reading development, evaluate the best direction for continued learning. Yet, the term "data" is a catchall for information collected for a variety of purposes. Some are used across schools or districts, while others focus narrowly on one student. Making these distinctions is essential for using data meaningfully.

The Every Student Succeeds Act (ESSA) defines assessment data as "information that is used to monitor and improve student learning, program effectiveness, and instructional decisions." This definition is broad, encompassing a wide range of data sources and uses. In this article, we explore the different types of reading assessment data commonly available in schools, how they inform instructional and other decision-making, and how they can be used to improve student learning.

The Concept of Grain Size
A useful way to think about assessment data is through the concept of grain size—the level of specificity or detail captured by a measure (Kubacki & Turner, 2006). Grain size reflects the scale at which a question can be answered. Large-grained assessments (e.g., annual state tests) yield broad insights about overall achievement or program effectiveness. In contrast, fine-grained assessments (e.g., progress monitoring or diagnostic tools) provide detailed evidence about individual skills or instructional targets.

Large-grained data may reveal that a school's reading scores have improved overall, but they cannot identify why or for whom improvement occurred. Conversely, fine-grained data can show that a student has mastered consonant-vowel-consonant (CVC) decoding patterns but still struggles with multisyllabic words—information that directly informs instructional planning. Understanding grain size helps educators align their questions with the right type of data. For example, if a teacher wants to know whether a student's reading fluency is improving in response to intervention, a measure of oral reading rate (fine-grained) is appropriate. If a district leader wants to evaluate whether a new reading program is improving outcomes system-wide, end-of-year summative assessments (large-grained) provide the relevant evidence.

Importantly, no single grain size—or single assessment—can meet all data needs. A comprehensive reading assessment system incorporates multiple sources that vary in scope and purpose. When viewed together, these data allow educators to monitor student growth, evaluate program effectiveness, and make informed instructional adjustments at individual, classroom, and school levels (Hamilton et al., 2009; Marzano & Guskey, 2006).

Finally, when progress data indicate that a student is not responding as expected, diagnostic assessment serves as a protocol of hypothesis generation and testing—collecting additional evidence to determine why learning needs are not being met and how instruction should be individualized (Deno, 2003; Fuchs & Fuchs, 2002).

In the sections that follow, we examine the five major sources of reading assessment data, presenting in Table 1 the questions each assessment type is best suited to answer, and how it contributes to the cycle of assessment, intervention, and monitoring. These data sources demonstrate how assessment can lead to increased reading outcomes for all students.

Summative State Assessments
State assessments serve as summative measures of academic performance and are administered once annually. Typically, they are designed to measure student achievement against state-level standards and to provide data for system-level accountability. Although they can influence district-wide, state-wide policies,

or funding, their central purpose is to monitor whether these assessments accurately reflect students' learning and proficiency. They are commonly used for statewide summative or accountability purposes, which emphasize data-driven decision-making (Hamilton et al., 2009).

Administered once per year in October and once in high school, state assessments are used for accountability, longitudinal tracking, and resource allocation. Because of their scale, they provide a snapshot of student performance across years and populations. These assessments are used for system-level evaluation and planning, addressing questions such as the following:

- How are students performing relative to state standards?
- Where do achievement gaps exist across schools or student subgroups?
- Which curriculum programs, instructional practices, or interventions are associated with higher outcomes at scale?
- Where should we target resource allocation for intervention staff, materials, or technology?

It is equally important to recognize that summative assessment data are not designed for informing day-to-day decisions, or for evaluating short-cycle interventions. Large-scale summative assessments are not sensitive to small changes in learning. Likewise, indicators of achievement, they should not be used for diagnostic or placement decisions at the individual student level.

Research demonstrates that well-designed state assessments yield reliable and valid measures of achievement at the system level. For each assessment, large samples of student results and measures of reliability are high, ensuring that the assessments are valid and reliable measures of student achievement. These assessments are useful for program monitoring and ensuring equity across student groups.

Case Studies
When planning measurement results, a district should consider whether the data are being used for monitoring, evaluation, or improvement. The data should be used for monitoring, evaluation, or improvement.

THE HISTORY

Educators of Color Conference Community

The Foundation

Educators of color have always been doing this work. Across the country, in classrooms and districts serving the students most affected by literacy inequity, they bring expertise, advocacy, and an irreplaceable proximity to the communities where reading outcomes matter most. TRL's multi-year Listening and Learning Tour, which convened roundtable discussions in Syracuse, San Diego, Charlotte, Fort Worth, and Atlanta between 2023 and 2025, affirmed what TRL believes: that advancing equitable literacy outcomes requires centering the voices, knowledge, and leadership of educators of color at every level of this movement.

The Investment

The Educators of Color Conference Community is one expression of that commitment. Now in its third year, the ECCC is a nine-month fellowship that provides literacy leaders of color with professional learning, peer community, and a platform at TRL's annual conference. The 2026

cohort represents 19 states and Washington, D.C., as well as 2 other countries. The cohort includes teachers, coaches, curriculum specialists, researchers, professors, and administrators, many of whom are first-time conference attendees. Fellows do not simply attend the conference; they help shape it, presenting alongside national leaders and bringing their expertise directly into the conversations that define the field.

The Impact

One-hundred percent of the first-cohort fellows said they would recommend the ECCC to other educators of color. Every respondent felt genuinely valued by TRL staff. Ninety-three percent left feeling inspired to advocate for evidence-aligned instruction within their own networks. This group is so meaningful to the participants that they formed an alumni group. Their recommendations are already shaping TRL's programming, vendor practices, and professional learning priorities.

*"I became a part of something more than a cohort.
I became a part of a coalition for literacy."*

3

cohorts launched, with
national reach across
19 states and D.C.

100%

would recommend
the ECCC to other
educators of color

93%

inspired to advocate for
evidence-aligned reading
instruction in their networks



The Right Resource, The Right Hands

Every book in the TRL Shop has earned its place. Every title is carefully selected and vetted for alignment with the science of reading.

That curation matters because for an educator standing in front of a struggling reader, the wrong resource wastes the one thing they do not have: *time*.

In 2025, that belief moved people to act in ways that lasted well beyond a single day. When a team from Usherwood Office Technologies came to TRL headquarters to bundle classroom sets of decodable books for schools across the country, they were part of something that has become a quiet tradition. Over the years, corporate partners have shown up at TRL not for a meeting but to work, packing books bound for classrooms across the country. It is the kind of service that does not show up in a press release. It shows up in a teacher's supply closet at the start of the school year.

That is what the TRL Shop makes possible. A community of people, from corporate partners to classroom teachers to donors, showing up for the same belief: that every child deserves to learn to read. Those books land in classrooms where teachers are ready to use them, with children who have been waiting for instruction that works.

80K

Books and resources
distributed in 2025

1K+

Schools reached



Your support fuels the research, resources,
and community that bring *proven reading
practices into classrooms.*





EVENTS

Where the Field Comes Together

The Challenge

The science of reading is not self-implementing. A teacher can read the research, complete a training, and still return to a classroom full of students who are struggling, unsure how to bridge the gap between what they learned and what they need to do on Monday morning. Knowledge without community and practical application fades quickly.

The Solution

TRL's annual events bring research to practitioners and practitioners to each other. Sessions are grounded in real classroom challenges, led by researchers and peers who understand the daily realities of teaching reading. The result is professional development with clarity, connection, and the kind of confidence that travels home with an educator and changes reading outcomes for students.

The Impact

In post-conference surveys from TRL's 9th Annual Conference, 96% of respondents reported gaining new insights and understandings, and 97% said they could explain what they learned to others. One teacher captured what that means in practice:

"I left the conference feeling so inspired and prepared with the tools to help my students grow. Before the conference, I felt like I couldn't figure out how to help my students who struggled to read. I was trying everything and working tirelessly to help them. I now feel like I have actionable steps and processes to identify my students' specific needs and target their support."

2025 Conference Attendee

3205

Educators served through TRL national events in 2025

96%

of survey respondents gained new insights and understandings

97%

of survey respondents can explain what they learned to others

30+

Scholarships awarded to expand access

FINANCIALS

Every Dollar Advances Literacy

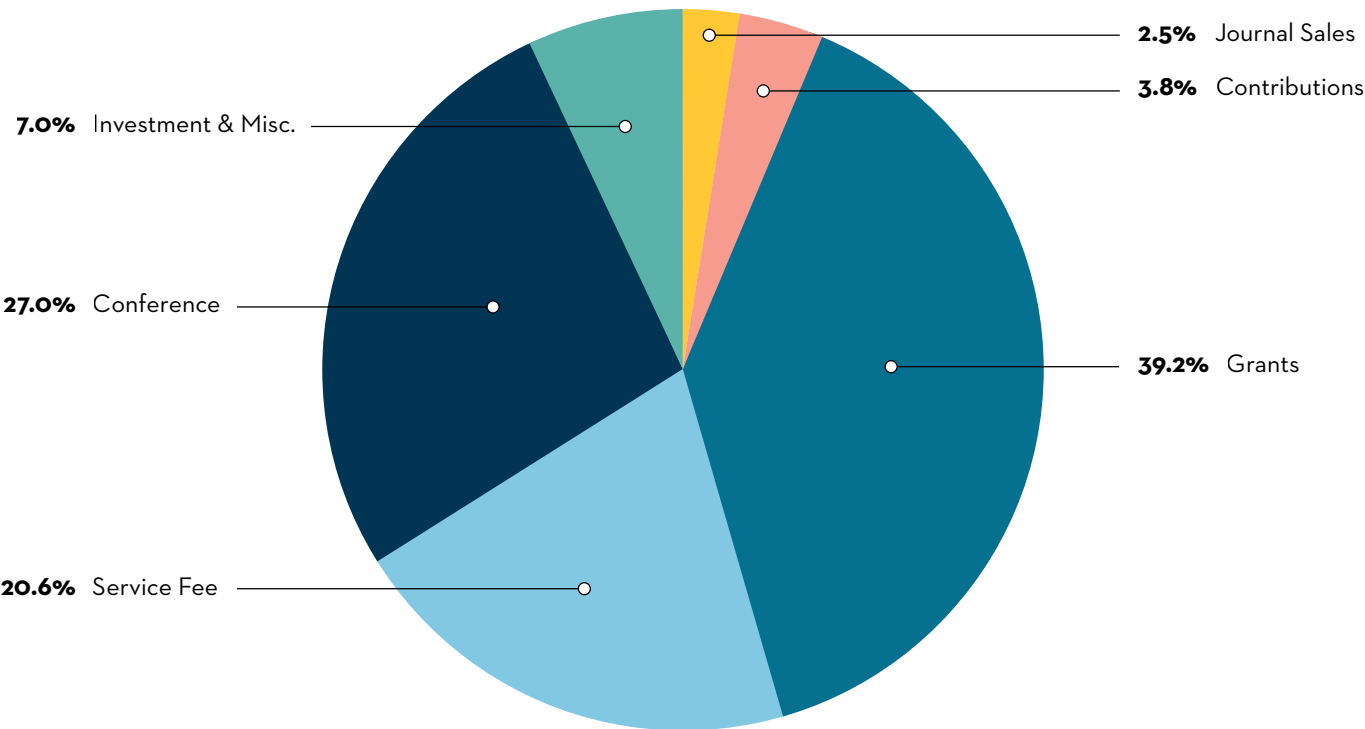
The Reading League is accountable to the educators, students, and communities this work serves. That accountability shows up in how we steward every dollar entrusted to us.

In 2025, 79% of TRL’s spending went directly to programs, placing us well above national benchmarks for mission-driven nonprofits. The remaining investment in operations and growth infrastructure ensures TRL can continue scaling its reach, deepening its partnerships, and maintaining the independence that makes its tools and guidance trustworthy.

Revenue comes from a diversified mix of sources, including earned program income, foundation grants, individual giving, and government funding. That diversification is not just sound financial practice. It is what allows TRL to remain vendor-neutral, curriculum-neutral, and beholden only to the science.

The outcomes you have read about in these pages are what responsible stewardship of philanthropic investment makes possible.

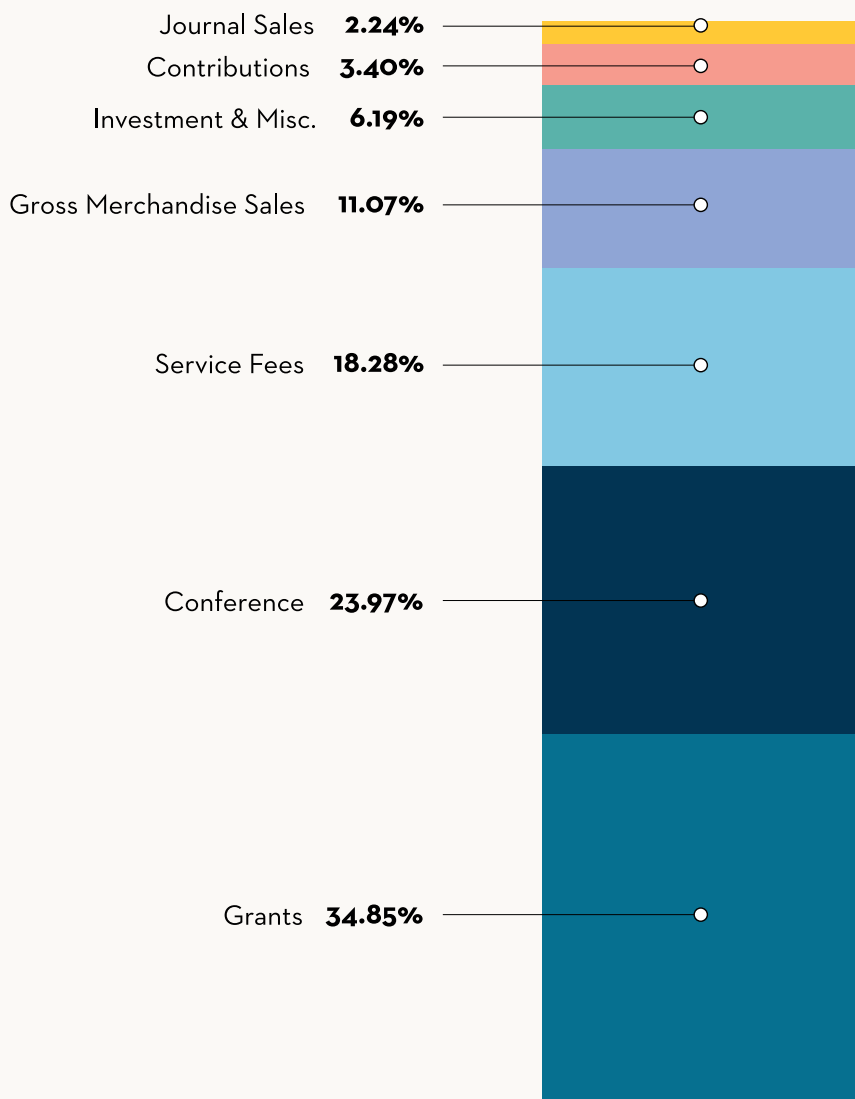
Every dollar is working.



2025 Revenue Diversification

Financial Breakdown

2025 Expense Allocation



\$10,078,092

2025 Revenue

\$8,162,038

2025 Expenses

\$1,916,054

2025 Increase Net Assets

100%

Of all donations go
directly to programming

The Reading League is a registered 501(c)(3) nonprofit organization. EIN: 81-0820021.
All gifts are tax-deductible to the extent permitted by law. thereadingleague.org/about

WITH GRATITUDE

Our Donors

The Reading League is a community first. The work described in these pages is made possible because people believe in it enough to invest in it. Our donors are not bystanders to this movement. They are part of it. Their generosity funds the tools, the training, the research, and the relationships that are changing what reading instruction looks like in classrooms across the country.

We are deeply grateful to those who have supported TRL's mission since our founding.

Founding Supporter

Pleasant Rowland & Rowland Reading Foundation

The visionary whose early investment made The Reading League possible.

Transformation Champions

Leading the movement to reshape literacy for generations.

\$500,000+

System Shapers

Transforming structures so that effective reading instruction reaches every child.

\$100,000 to \$499,999

Implementation Advocates

Accelerating adoption of evidence-aligned instruction at scale.

\$25,000 to \$99,999

Practice Partners

Translating knowledge into action in classrooms across the country.

\$5,000 to \$24,999

Knowledge Builders

Fueling the learning that transforms teaching.

\$1,000 to \$4,999

Awareness Ignitors

Lighting the spark that begins the journey to literacy.

Up to \$999

The Connectors

Monthly Giving Community

Sustaining this work year-round through ongoing commitment.



Transformation Champions

Oak Foundation

Rockefeller Philanthropy
Advisors

Anonymous Family
Foundation

Esther A. and Joseph
Klingenstein Fund

Lilly Endowment Inc.

Implementation Advocates

Alane Adams

Rise Up Foundation

Kenneth Rainin Foundation

The Beth and Ravenel
Curry Foundation

Bank of America Charitable
Foundation

Anonymous Family

Berkshire Bank

The Dorothy and Marshall
M. Reisman Foundation

Practice Partners

Charles and Lynn
Schusterman Family
Philanthropies

Heising-Simons Foundation

JAB Foundation

The Gifford Foundation

Linda Milosky & Shiu-Kai Chin

Louisa Moats

Golden Family Foundation

John and Suzanne Golden

Christopher Lanzi

Boon Philanthropy Inc.

Laura Freeman

The Jim & Juli Boeheim
Foundation

Louis P. Ciminelli Family
Foundation

The Mike and Diana McGovern
Charitable Fund

Benita Blachman

Barksdale Reading Institute

Jacques Weber Foundation Inc.

Leslie Laud

Knowledge Builders

Michael Curry

Ridgely Fisk Green

Andrew Robinson

Regan Arnold

Maria Murray

Heidi Martin

Susan Willoughby

Murray's Heating & Air
Conditioning

Emily Oren

Christine Castiglia

Brian Kesel

Patrick Radel

Reid Family Foundation

Sandra Sherlock

James R. Wolfson

Ray & Lori DePole Giving Fund

Charles M. Peters

Arcovo AI

Everafter Archive LLC

Jeannine Herron The Benevity
Community Impact Fund

A.C. Israel Foundation, Inc.

Abigail Helfat

Alexander Henn

Lori DePole
Beverly Roy
Larry & Tracey Salamino
Combined Jewish
Philanthropies
Patricia Sullivan
Heidi Beverine-Curry
Mitchell Brookins
Christine Goodman
Nancy Mather
Laura Stewart
Jorene Cook
Patrice Murphy
Steven Black
The Arnold Family
Angela Burgess
Galaxy Events LLC
Bob and Joyce Rankin Donor
Advised Fund
Equitable Foundation
Fidelity Charitable
Harvey Hubbell
James Sanger
Joyce Rankin
Marilyn Muller
Marlene Blumin
Mary Newton
Adrienne & Brian Mormino

Awareness Ignitors

The Blackbaud Giving Fund
Donald Napier

Brookins Consulting
Rochella Black Trust
CNY Community Foundation
Frank V. Salluzzo
Heidi Holtz
Margie Gillis
Tara Moffett
Darlene Tangel
Ellen Hale
Deborah Glaser
Katherine Lawrence
Mary Hurd
Greater Green Bay
Community Foundation Inc.
John & Brenda Warren
Napier Family Foundation
Brian E. Black
Stephanie Finn
Madeline Butterfield
JoAnne Nelson
Stefanie Gorres
Lucy Hart Paulson
Jill Ryan
Albert Tripodi
Bonnie Kurtz
Brenda Debner
Cynthia Cherny
Helfat Family Foundation
James W. Shaddix
Josh Helfat
Karena Nelson
Suzanne Coutchie

WY Lit
Compass Federal Credit Union
Linda Arnsbarger
Mary Beth Western
Thomasina Zavalauskas
Carol Duke
Lisa McDougal
Robert Hood
Sue Testerman
Bruce Hansen
Tammy Kerouac
Anne Marie Smith
Diane Simcox
Sara Seifert
Donna Mahar
Kelli Johnson
Susan Jorgensen
Dimitra Mollapour
Brenda Warren
Doreen Mazzye
Jill and Ray Ryan Family Fund
Linda Napier
Rick Cavallaro
The Summit Dental Group, P.C.
Diana Sohn
Emily Buchanan
Deborah Lombardi-Aiello
Sheila Clonan
Sandra Robinson
Robert Davis
Thomas Murphy
Insight Business Works, Inc.

Buffy Quinn
Bruce Hansen
Harmony Rising Therapy
and Consulting
Telisa Dixon
Howard Conant
Kathryn Bragg-Adams
Stephanie Stollar
Susan Lambert
Beth Brennan
Julie Brown
Allison Remsen
Blake Davis
Bruce Prashaw
Carol Tolman
Cheryl Hailey
Deb Dwyer
Mary-Margaret Scholtens
Michael Boots
Sinclair & Andrews, Inc.
Susanne Guthrie
Blanche Sabene
Ann Krimm
Bonnie Covell
Karen Maguire
Carol Benz
Corey Johns
Media Cause
Board and Brush Skaneateles
Cheryl Blanchard
Arlene W. Sondag
Aura Jose
Bruna Oman

Cider Mill
Connie Sauer
Eric Jerabek
Grossman St. Amour, PLLC
Hancock Estabrook, LLP
James J. Carr
Katie Becker
Kristi Andersen
Lori Keevil
Luke Mann
Nancy Leon
New Bridge Educational
Consulting
Sallie Underwood
Sarah Rowse-Borrelli
Scott Geisler
Sedgwick Business Interiors
Teresa MacDonald
Andrea Simone
Lisa Wanstreet
Adrea Truckenmiller
Eleanor Johnson
Lavinia Mancuso
Leigha Nunnally
Molly Cavanaugh
Ramon Leach
Gregory Parrinello
Margaret Mnayer
Heather Westlake
Julie Dinan
Barbara Foorman
Bill D. Sinclair
Caldera Associates Equity

Consulting
Clark & Nancy Vandell
Everyone Reads PA
Frank S. Duke
Kymyona Burk
Marie Sarno
Mary McKenna
Rachel Coates
Stephen Truch
White Family Giving Fund
Judith Endicott
Amy Denty
Christina Hott
Andrea Setmeyer
William Bozek
Barbara Blanchard
Barbara J. Bozek
Karen Venditti
Nick Fabrizio
Shea Smith
Nancy Eberhardt
Rosemarie Cunningham
Barbara Cripe
Josephine McNeil
Mary Beth Horn
Sarah Gaffney
A Plus Reading, Inc.
Ben Slade
Bernadette Janis
Edward Kochian
Edward O'Connor
Edward Thomas
Elena Klaw

Ginny Little	Iris Buczkowski	Theresa Roberts
H Marie Stewart	James and Lisa McDougal	Tisbest Philanthropy
Jana Echevarria	James Lucas	Virginia Price
Jennifer Ligeti	Jan Hagedorn	Whitney Kummerow Schmidt
Jennifer Patrick	Jeff Butters	Michelle Storie
Jim Meyer	Jenece Alspaugh	Patrick Chalone
Laurie Frost	Joellyn Hartley	Wendy L. Love
Linda Stummer	John Garruto	Ariel Dunson
Maria Mastriano	Jon Law	Jonathan Preston
Matthew Nicholl	Judith Buttrill	Marinês Corey
Nicole Meshbesher	Kelly Vaughn	Sharon Stockman
Lisa Moore	Kerry Zarlengo	Carol Donahue
Meredith Granese	Mary O'Malley	Cynthia Sutton
Amy de la Salle	Maryanne Wolf	Jean Schedler
Alison Lambert	Matthew DiDonato	Leta Palmiter
Alyson Eberhardt	Meg Engelmann	Sandra Hewett
Antonio Fierro	Mike Haugh	Amy Siracusano
Audra Alumbaugh	Nancy Duggan	Barbara Kline
Bethany Gardner	Nancy Myers	Candice Bray
Betty J. Carroll	Nancy Sherman	Karen Harman
Bright Funds	Nelson Spencer	Julian L.
Cassandra E. Surles	Nicola Chin	Toni Walsh
Christine Lay	Pam Heyde	Tony Clifford
Danielle Thompson	Rachel Hurd	Amber Keeney
Darlene Larson	Sarah Porterfield	Gretchen Doll
Denise Lucas	Sherri Smith	Ann Watanabe
Dianne Stratford	Shirley Blowers	Carol Armijo
Eileen Rogers	Smartt Educational Consulting, LLC	Carol Kurto
Elizabeth Brady	Stefani Gebhart	Diana Singhapattanapong
Ellen Engstrom	Susan Van Woert	Edie Wieder
Eric Rogers	Suzie Brickley	Joan Peetz
Heidi Kroner & Aspire Academy	Terri Janiak	Julie Bassi
		Kari Kurto

Kathleen Caldera
Kelly-Lynn Mathena
Kim Entzminger
Laura Mendes
Luz Barrera
Maria Poling
Milwaukee Dyslexia
Patty Mauer
Priscilla Nelson
Redwood Coast Consulting
Rhonda Zajac
Stephen Ferree
Sue Kowalski
Tia L. Jackson
Virginia Sorenson
Wendy Paul
Yvette Manns
Christine Melendres
Ryan Lamar
Marcia Scogin
Mary Baker-Hendy
Robin Raphael
Meaghan Strader
Elizabeth Barnes
Alaina Kakos
Amelia Edd
Amy Pickering
Ann Barlow
Bonnie Francis
Carol Harig
Carol Willard
Carolyn Gore
Cindy Stogsdill

Clare Boudreau
Clarissa Reyes
Connie Valderrey
Deborah Gavin
Donna Halpin
Donna Neel
Emily Young
Eugenia Rodriguez
Faith Shinaver
Genevieve Thomas
Graeme Jennison
Hannah O'Brien
Integrated Speech
Therapy Services
Jaimie Galante
James Nowak
Jeanette Soriano
Joanne Picciott
Judie Caroleo
Kate Mayer
Kathleen Mantaro
Kathryn Coates
Kevin Ruschman
Kim Meiss
Lauren Thompson
Laurie Thompson
Leslie A Gossage
Linda Kenney
Linda Ramirez
Lisa Freed
Liz Shelton
M. Sandra Lamanna
Marisol Cooke

Martha Hougen
Matt Damiano
Melissa Kaufold
Michael Hunter
Nancy Hennessy
Norene Lavine
Patricia J. Buckley
Phelton Moss
Posie Boggs
Rebecca James
Rina Corigliano-Hart
Sandra Keck
Sandra Wittig
Sarah & Kris Kiefer
Shannon Campbell
Sharon Bellusci
Stephanie Bartling
Susan Heinz
Sydney Won
Tampa Reading Solutions
Tarang and Himi Amin
Taryn Tong
Theresa Rogers
Zora Warren
Jack Reilly
Angela Curry
Brian Tyler
Lydia Montgomery
Jennifer Symborski
Barbara Sack
Donna Keller
Lisa Collins-Buon
Marjorie Bottari

Sue Marcoe	Steve Thalheimer	Laura Bequette
Cherry S. DiCaprio	Sylvia Kay	Laurie Klusmeyer
Amy McGovern	Terri Drew	Linda Popp
Areli Schermerhorn	Melinda Buchanan	Liz Lambert
Betsy Crumley	Aimee Gowin	Lorinda O'Brien
ChiQuitta Williams	Alexandra List	Mark Murray
Chris Reid	Angel Taylor	Maryellen Morrissey
ChrisAnn Horsley	Ashley Girt	Meri Lopez
Christy Robinson-Curran	Barb Cristaldi	Michelle Stinson
Cindy Vanaman	Bonnie Britz	Molly Ellen Scuderi
Educational Solutions CNY	Caroline McCrave	Monica Cradle
Elizabeth Sabourin	Cathy Mason	Nadine Rosenzweig
Gloriann Heikes	Christine Holt	Nancy Noyes Stephan
Jason Krolkowski	DeAnne Simcoe	Pam Gjellum
Jennifer Hares	Deborah Stuck	Pam Thresher
Jennifer Reame	Donna Young	Randi O'Brien
Karen Rosenquist	Elizabeth Zagata	Renee Demers Mahle
Kelli Barbuto	Erin Reeves	Sandra Romero
Kristina Shultz	Heather Carroll	Seth Aldrich
Lisa Bartels	Heather Silvia	Sharon Keegan
Lori Govenettio	Illuminations Center for Dyslexia	Sharon McGourty
Marion Waldman	Ina Levin	Sheila Nolan
Melissa Carter	Jane Johnson	Stephanie Jepson
Nancy White	Jennifer Ormerod	Sue McAdams
Nanette Spoehr	Jeryl Reitzel	Susan Pittman
Nicole Nesbit	Jessica Pasik	Gabrielle Tullman
Orton-Gillingham of the North Shore LLC	John Bishop	James Petrella
Rachel Alexander	Kara Kent	Jeanne Caballero-McLaghlin
RFP Schoolwatch	Karpagam Ganesh	Jennifer Binkley
Sandina Stallard	Kelly Taylor	Kristen Nehrbauer
Sophia Malios	Kirra Guard	Oxford Living Trust
Stephanie Williams	Krista Martino	Katy McCormac
		Andrea Dunk

Amanda Henneberry
Elise Legg
Andrea Oz
Nilaja Mussa
Rachel Plucker
William Ferraldo
Ann Powers
Becky Lea
Chandra Larose
PA Branch of the
International Dyslexia
Association
Reena Mathew
Tracy Minnihan
Yvette Drewery
Adriana Mason
Amanda Kyle-Sprague
Amy Marchbanks
Ashley Malchoff
Hope Everts
Jackie Perrin
Jennifer Blagriff

John Humphries
Judith FitzGerald
Linda Batten
Lisa Cernick
Michele Ketcham
Sarah Cortell Vandersypen
Susan Board
Peggy Johnson
Stacy Hurst
Melody Ilk
Allison Ryan
Laura Betgevergiz
Anna Geiger
Audrey Goninan
Brenda Chladek
Gail Mazyck
Julie Wynn
Christine Rick
Eric Johnson
Laurie Korman
Kenny Pritchett
Catherine Weiss

John Cataldo
Ken Slentz
Kelly Butler
Leana Malinowsky
Stephanie Schug
Judi Gollette
Jennifer Hemphill
Brandi Lawson
Molly Humphries
Jennifer Nowicki
Brian Henneberry

*Thank you to all who have contributed
to advancing the awareness and
understanding of evidence-aligned
reading instruction.*

Donor recognition reflects cumulative giving from October 2020 through March 2026, with special recognition of our founding supporter. Every effort has been made to ensure accuracy. Please contact us at donorservices@thereadingleague.org with any questions or corrections.

The Next Ten. *Together.*

A decade ago, the question was whether the science of reading could break through. Whether research confined to academic journals could find its way into classrooms. Whether a movement built on a belief and a Facebook post could become something real.

It did.

The question now is different. It is not whether the field will change. The field is already changing. More states are adopting evidence-aligned literacy laws than at any point in history. Curriculum publishers are revising materials in response to independent review. Teacher preparation programs are rebuilding their courses from the ground up. The science of reading is no longer a fringe conversation. It is becoming the standard.

The question now is whether the change will reach every child.

That is the work of the next decade. The foundation, built over ten years, exists to answer it. The knowledge base, the chapter network, the curriculum tools, the research, the partnerships with districts, states, and universities—all of it points forward. The movement is larger than any one role. It takes researchers and teachers and policymakers and administrators and advocates and donors, each doing their part, none of it sufficient alone.

***Every child* deserves to learn to read.**

***Every teacher* deserves to know how to teach them.**

***Every system* deserves the tools to make it happen.**

That is not a vision for someday.
It is the work of right now.
And it takes all of us. *Together.*

#ItTakesALeague





Join the League

The next decade needs you in it.



Learn

Explore evidence-aligned resources, attend a conference or summit, connect with our academic team, and stay current with the science of reading through the Journal, podcast, and Compass. Whether you are a teacher, administrator, policymaker, researcher, or parent, **TRL has a place for you.** thereadingleague.org



Join

All state chapters are led by local volunteers bringing the science of reading to life at the community level. Every chapter started with a small group of people who cared enough about literacy to take action. Connect with your chapter today. thereadingleague.org/chapter



Give

Your gift funds the tools, training, and independence that allow TRL to work across the full ecosystem, from classrooms to curricula to policy. **Every contribution, at every level, moves this work forward.** thereadingleague.org/donate

At The Reading League,
we believe *all children*
deserve to learn to read,
and *all educators* deserve
the knowledge to make
it possible.



The Reading League
thereadingleague.org
315-362-2620

103 Wyoming Street
Second Floor
Syracuse, NY 13204

© 2026 The Reading League