

READ TO LEAD



 Classroom, Inc. LITERACY SKILLS FOR THE LEADERS OF TOMORROW

WHAT WE DO

Classroom, Inc. is a nonprofit that helps students in high-poverty communities develop literacy and leadership skills. By creating digital learning games and curriculum set in the professional world and supporting educators in creating student-centered classrooms, we invite students to take charge of their learning.

Students – especially those struggling with literacy – experience improvement in their reading skills, develop more positive attitudes about reading, and build important life and career skills, such as decision making, problem solving, critical thinking, leadership, and self-direction.

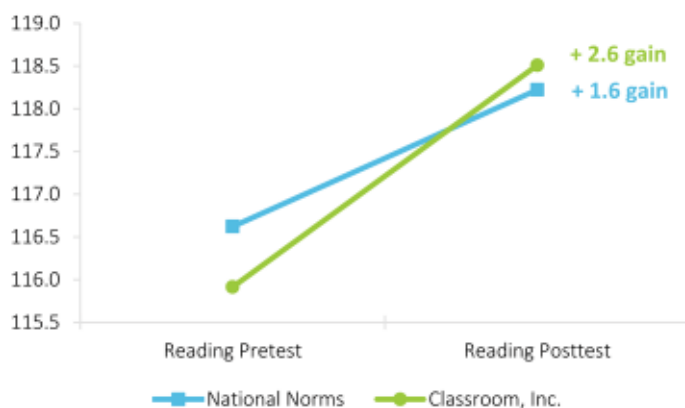


RESULTS

Read to Lead has a significant effect in closing the reading gap.

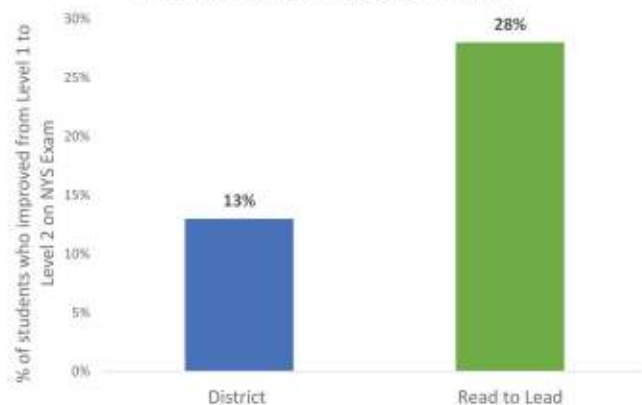
In the first school year that *Read to Lead* was used (2014-15), students' reading gains, on average, exceeded expectations by 60%. Those who began the school year below grade level finished the year above grade level.

Closing the Gap: Classroom, Inc. Students Gained More than Expected Based on National Norms



Read to Lead consistently shows impressive gains among the most struggling readers.

Dramatic Gains for Struggling Readers

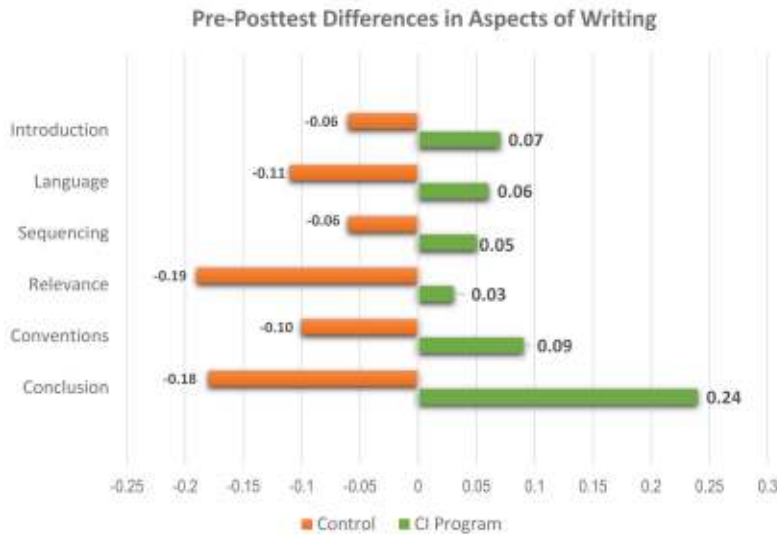


The 2016-17 New York state assessment results showed that among those who participated in *Read to Lead* in the Archdiocese of New York, the proportion of students scoring at level 1 (lowest proficiency) decreased by 28% in comparison to the 13% decrease among the non-program participants.

These results matter because reading has been shown to be the single most important skill necessary for happy, productive, successful life.

***Read to Lead* improves students' writing skills, as demonstrated by a Gates Foundation funded study.**

A 2016 study conducted by SRI International examined the effect of *Read to Lead* on students' writing skills. The differences between pre- and post-test scores on a writing assessment showed that students who used *Read to Lead* experienced gains in all aspects of writing, while their peers in regular classes experienced declines. The growth that *Read to Lead* students experienced in Conclusion was statistically significant, which is notable given the difficulty of producing measurable growth on writing over a short period of time (a school semester).



These results matter because writing is one of the most effective tools for learning any material, as it activates thinking. Being able to write clearly is a threshold skill for hiring and promotion in today's workplace.

***Read to Lead* helps students develop key life and career skills critical for success in school and beyond.**

In post-program surveys, students and their educators consistently report improvements in leadership, collaboration, decision making, problem solving, critical thinking, and taking responsibility for one's own learning.

These results matter because skilled decision-making requires practice. As children grow older, their choices shape not only their futures, but also the future of their communities. Practicing good decision making may prevent the development of poor reasoning habits. Moreover, students learn more deeply when they collaborate on tasks that require sustained engagement and ownership of one's learning.

Director, NYC