

Highlights from Teacher Survey on Student Impact 2015

- **87%** of participating teachers report that The Shadow Project contributes to an increase in students' abilities to reach 3rd grade reading benchmarks because it helps students:
 - Persevere despite challenges and setbacks (96%)
 - Perceive themselves as capable learners (92%)
 - Gain confidence in their academic abilities (88%)
 - Take pride in their accomplishments (84%)

- **87%** report that having The Shadow Project as a resource has increased their teaching time, on average, by **32%**

- **58%** of teachers whose students experience aversion related absenteeism identified The Shadow Project as contributing to improved attendance, which has improved, on average, by 47%.

- **79%** report that The Shadow Project contributes to lower rates of exclusionary discipline (8.6% vs.14% district-wide for special education students)

- **92%** report that The Shadow Project motivates students who have historically shown low interest in school

- **85%** report that since having The Shadow Project in their classroom, their students have tools that help them focus and engage in learning, including multisensory items

- **72%** report that students choose to earn books from The Shadow Project that they take home to read with their families

The vast majority of teachers report that since having Shadow as a resource, students are developing the attributes of a growth mindset, which research has identified as key to motivation and achievement for children at risk:

- **93%** of teachers report that at least half of their students now recognize that their ability and competence grows with effort.

- **85%** report that at least half of their students now confidently set and achieve goals.

- **82%** report more than half of their students now self-regulate their behavior to a greater extent



Anecdotes from Teacher Survey on Student Impact 2015

"A fourth grade student didn't know how to read. She began the school year saying, "I don't know how to read. I can't learn!" She struggled each day, but worked very hard. Her academic growth was slow and she would cry and say, "I hate being dumb." We set small goals and used The Shadow Project incentives as rewards. By the end of the year, she was reading at an end of first grade level. She is still behind her peers, but is reading!"

--Stephanie Kendall, Special Education, Glenfair Elementary

"At the beginning of the year I had a student tell me she did not need to learn how to read because she was on welfare, and that was 'all she would ever need'. By the end of the school year she was reading at grade level and told me she wants to be a nurse when she grows up."

--- Heather Freeman, Special Education, Newby Elementary

"I had a student who started coming to me at the end of last year. The child had been homeless and had missed about half a year of school. The kiddo at first was not happy about seeing me for reading. But when he learned about The Shadow Project and started getting more involved, he became engaged and his reading skills took off. If I did not have The Shadow Project in my school, it is very likely he would not have been as motivated."

--Greg Flenniken, Special Education, Maplewood Elementary

"I had a fourth grader with a significant history of school aversion-related absences," said LaShell. "She has always been two grade levels behind in all areas, but this year was different. Her attendance has improved 40 percent, and she is now only a grade level behind in reading."

--LaShell Holton, Special Education, Markham Elementary

"I had a group of fourth and fifth grade boys having a really hard time staying focused and completing tasks. When I saw their attention dwindling, I reminded them that they are capable and intelligent. Often, I used the incentives the Shadow Project provided me to encourage these boys to persevere. All the boys finished their end of year projects on time and with pride in their hard work and dedication."

--Melody Finnamori, Special Education, Peninsula