

MEMORANDUM

October 26, 2017

TO: Pamela Evans
Manager, External Funding

FROM: Carla Stevens
Assistant Superintendent, Research and Accountability

SUBJECT: **TITLE I, PART A PRIVATE NONPROFIT SCHOOLS 2016–2017**

Nonprofit private schools are eligible for Title I funding (Elementary and Secondary Education Act as amended by the Every Student Succeeds Act), which is distributed through the local public school district. The Houston Independent School District's (HISD's) Department of External Funding has contracted with Catapult Learning to provide Title I services to eligible private, nonprofit schools within its boundaries. This is a summary of the evaluation of instructional support services provided by Catapult Learning to those schools during the 2016–2017 school year.

Catapult Learning services began early in August 2016 and concluded early in June 2017. HISD's Title I funding supported Catapult Learning instructional services in reading/language arts and mathematics for grades PreK-12 at 35 private nonprofit schools in 2016–2017. The scheduling of instructional services differed from school to school and were provided one to two times per week. Each session lasted 30–60 minutes. Catapult Learning's instructional designs included AchieveReading Flex and AchieveMath which employ a 6:1 student-to-teacher ratio or similar setting for at-risk students who have had difficulty achieving at grade level. Students who received Catapult Learning services took pre- and post-tests using the Catapult Learning Skills Assessment (CLSA) (grades K-12) or the standardized test used by their campus, commonly the Stanford Diagnostic or ITBS/IOWA test (grades K-8).

In addition to instructional services, throughout the school year, Catapult Learning provided professional development and teacher conferences for instructional staff and progress reports and workshops for parents. Meetings for principals were held once each semester. Catapult Learning conducted the evaluation of its 2016–2017 services. Attached is the complete 2016–2017 report.

Key findings include:

- A total of 595 students in grades PreK-12 received 421 reading and 442 mathematics instructional services (863 total services) during the 2016–2017 school year.
- Seventy-five (75) percent of reading students and 70 percent of mathematics students received 20 or more hours of Catapult Learning instruction in 2016–2017. Twenty-five (25) percent of students in reading and 26 percent in mathematics received 40 or more hours of Catapult Learning instruction in 2016–2017. Students with both a pre- and post-test were included in Catapult Learning's analyses of student achievement.
- In reading, 250 students scored an average 48 Normal Curve Equivalents (NCEs) on CLSA pre-tests and an average 56 NCEs on CLSA post-tests, an average NCE gain of eight points. On ITBS/IOWA reading tests, 186 students showed an average gain of four NCEs, with averages of 36 NCEs on pre-tests and 40 NCEs on post-tests. One school tested seven students on the Stanford Diagnostics test in reading and showed an average NCE gain of 15, scoring an average 35 NCEs on pre-tests and 50 NCEs on post-tests.

- In mathematics, 248 students scored an average 39 NCEs on CLSA pre-tests and an average 56 NCEs on CLSA post-tests, an average NCE gain of 17. On the ITBS/IOWA mathematics test, 191 students showed an average gain of seven NCEs, with averages of 35 NCEs on pre-tests and 42 NCEs on post-tests. On the Stanford Diagnostics test in mathematics, 10 students showed an average NCE gain of 21, with an average 36 NCEs on the pre-test and an average 57 NCEs on the post-test.
- Overall, 60 percent of the students made gains in their reading scores and 75 percent made gains in their mathematics scores on CLSA tests. On ITBS/IOWA tests, 60 percent of students made gains in reading and 61 percent made gains in mathematics. On Stanford Diagnostic tests, 71 percent of students made gains in reading and 90 percent made gains in mathematics.
- Catapult Learning hosted 31 professional development seminars for 209 educators (duplicate count) across the 35 schools. From one to 26 participants attended the sessions. On average, educators rated the overall events a 3.9 on a scale from 1 ("Poor") to 4 ("Excellent").
- Catapult Learning held an Annual Title I Meeting with 60 parents during the fall semester, conducted 60 individual parent conferences throughout the school year, and held two parent involvement workshops focused on reading with a total of seven parents. None of the parents attended a third workshop on mathematics.
- Progress reports were sent to parents four times during the school year, newsletters and other materials were distributed to parents regularly, and Title I Month events were held throughout the month of May for parents to celebrate and reinforce student learning and achievement.
- One hundred and forty-eight (148) parents of students who received Catapult Learning services completed a survey regarding their views about the program's services. The average of parents' ratings was 3.7 on a scale from 1 ("Strongly Disagree") to 4 ("Strongly Agree") when asked their level of agreement with the statement: "Overall, I was satisfied with the Catapult Learning program."
- At the end of Catapult Learning's service delivery, a satisfaction survey was completed by 15 (43 percent) out of 35 Title I private nonprofit school principals in HISD's boundaries. The average of their ratings was 9.0 on a scale from 1 ("not likely at all") to 10 ("extremely likely") when asked: "How likely is it that you would recommend Catapult Learning to another principal or colleague?"

Further distribution of this report is at your discretion. Should you have any further questions, please contact me at 713-556-6700.

 CJS

Attachment

cc: Garland W. Blackwell
Grenita Lathan
Samuel Sarabia



**Houston Independent School District
Program Summary
2016-2017
Non-Public Schools**



Catapult Learning

Thank you for choosing Catapult Learning as your provider for educational support services! We have been pleased to provide you with quality education services during the 2016-2017 school year and look forward to continuing services with you in the years to come.

At Catapult Learning, we pride ourselves on the **power of partnership**. This is why we are devoted to our ***Customer First Pledge***:

- All needs are successfully addressed in consultation and follow-up
- Each teaching session, training, or service is excellent
- Every issue is quickly addressed to confirmed satisfaction

We encourage you to contact your school partnership's representative with comments or concerns:

Meridith Banks (817) 600-9065

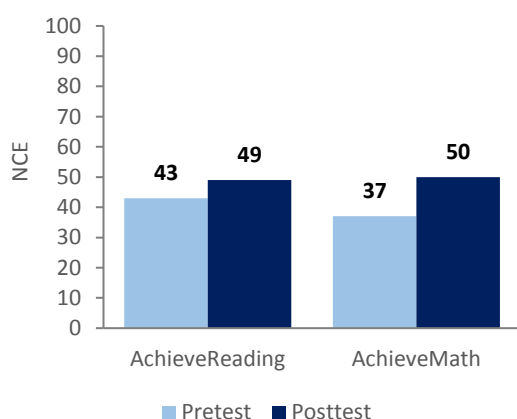
Program Success

During the 2016-2017 school year, Catapult Learning provided services to thirty-five schools in the Houston Independent School District, including:

421 services in AchieveReading Flex
442 services in AchieveMath

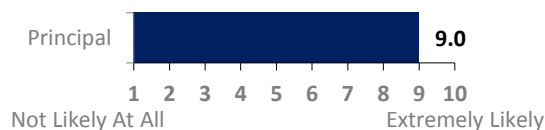
Test Scores

A comparison of pretest and posttest scores revealed positive gains with students' average scores increasing by 6 points in reading and increasing by 13 points in math.



Satisfaction

Principals (n=15) reported likelihood of recommending Catapult Learning services as 9 on a 10 point scale.



Surveys were completed by 148 parents, and 96% agreed that they were satisfied with the Catapult Learning program.

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Overview of Services

Catapult Learning provided 863 instructional services to 595 students during the 2016-2017 school year.

School	AchieveMath	AchieveReading Flex	TOTAL
Al- Hadi	19	20	39
Assumption Catholic School	8	8	16
Becker ECC	8	8	16
Beren Academy	14	18	32
Beth Yeshurun	23	0	23
Corpus Christi Catholic School	4	9	13
Cristo Rey Jesuit Academy	4	0	4
Holy Ghost Catholic School	12	17	29
Incarnate Word Academy	18	13	31
John Paul II Catholic School	4	1	5
Memorial Lutheran	5	12	17
Muhammed University of Islam	8	5	13
Our Lady of Guadalupe Catholic School	25	26	51
Our Lady of Mt Carmel Catholic School	15	15	30
Our Redeemer Lutheran	5	0	5
Pilgrim Lutheran	12	13	25
Queen of Peace Catholic School	12	8	20
Resurrection Catholic School	17	14	31
Shlenker	28	21	49
St Ambrose	16	18	34
St Anne	6	5	11
St Augustine Catholic School	25	22	47
St Christopher Catholic School	16	21	37
St Francis de Sales Catholic School	3	8	11
St Francis of Assisi Catholic School	9	9	18
St Mary of the Purification Montessori School	10	10	20
St Peter the Apostle Catholic School	8	9	17
St Pius X High School	5	0	5
St Rose of Lima Catholic School	12	7	19
St Theresa Catholic School	21	24	45
St Thomas More Catholic School	9	10	19
Torah Day	22	25	47
Trinity Lutheran	13	10	23

School	AchieveMath	AchieveReading Flex	TOTAL
University Park	7	6	13
Yeshiva Torat Emet	19	29	48
TOTAL	442	421	863

Grade	AchieveMath	AchieveReading Flex	TOTAL
PreK	13	19	32
K	44	59	103
1	41	58	99
2	44	59	103
3	64	55	119
4	51	45	96
5	52	37	89
6	41	31	72
7	31	25	56
8	25	14	39
9	18	8	26
10	7	5	12
11	7	2	9
12	4	4	8
TOTAL	442	421	863

Instructional Hours

Reading

The Catapult Learning Title I program in the Houston Independent School District had an attendance rate with 75% of the reading students receiving 20 or more hours of instruction.

Instructional Hours	# of Students	% of Students
1 - 9 Sessions	56	13%
10 - 19 Sessions	49	12%
20 - 29 Sessions	126	30%
30 - 39 Sessions	84	20%
40+ Sessions	106	25%
TOTAL	421	100%

Math

The Catapult Learning Title I program in the Houston Independent School District had an attendance rate with 70% of the math students receiving 20 or more hours of instruction.

Instructional Hours	# of Students	% of Students
1 - 9 Sessions	55	12%
10 - 19 Sessions	79	18%
20 - 29 Sessions	112	25%
30 - 39 Sessions	79	18%
40+ Sessions	117	26%
TOTAL	442	100%

Student Demographics

Grade & Gender

The table below summarizes the gender and grades of students participating in the Catapult Learning program in the Houston Independent School District.

Grade	# of Female Students	# of Male Students	Total # of Students	% Female Students	% Male Students
PreK	9	10	19	47%	53%
K	29	35	64	45%	55%
1	31	36	67	46%	54%
2	28	40	68	41%	59%
3	39	45	84	46%	54%
4	36	31	67	54%	46%
5	40	23	63	63%	37%
6	23	30	53	43%	57%
7	22	20	42	52%	48%
8	17	11	28	61%	39%
9	17	3	20	85%	15%
10	6	2	8	75%	25%
11	6	1	7	86%	14%
12	2	3	5	40%	60%
TOTAL	305	290	595	51%	49%

Instructional services were provided and supported by:

- Sally Paz, Area Manager
- Meredith Banks, *Regional Director*
- Annette Charles, *Territory Vice President*

Funding for services was provided by:

- Title I

Program Timeline

Events:		Date(s) of Occurrence:
START UP	Catapult Learning Opening Staff Meeting/ Pre-service Training	August 9, 2016
	Continuing Staff Training	September 1 and September 20
EDUCATION QUALITY	Teacher Conferences	Ongoing
	Formal Lesson Observations	Spring 2017
	School Visits	Ongoing
	Formal Principal Meetings	Fall and Spring
INSTRUCTION	Services Begin for Students	September/October
	Pretests Administered	Beginning of Service Date
	Staff Development Meetings	October 27, January 5, April 27, June 2
	Progress Reports distributed to parents	October, January, March, May
	Catapult Learning Title I Month	May 2017
	Parent Involvement Workshops	January 19, January 25, February 22
	Posttests Administered	May 2017
	Services End for Students	May 2017

Program Descriptions

Reading and Math services were provided to thirty-five schools in the Houston Independent School District. These services were provided according to the following instructional designs:

AchieveReadingFlex

- Designed for at-risk students who have difficulty achieving at grade level in reading.
- Delivered in a 6:1 student-to-teacher ratio or similar setting.
- Draws upon key research-based features of effective reading instruction.

AchieveReadingFlex teachers create a comfortable, supportive learning environment by helping students use existing knowledge to understand new concepts. Techniques such as providing immediate feedback, aligning texts to student ability levels, scaffolding instruction, and encouraging critical thinking skills increase students' self-confidence and motivation to read.

AchieveReading High School

AchieveReading High School focuses on reading comprehension and vocabulary development for students who have an instructional reading level of 9.0 or higher*. The program is designed to improve students overall reading ability, and enable them to perform tasks related to content area reading within grade level and school expectations. AchieveReading High School is based on the national high school standards for English Language Arts established by the *National Council of Teachers of English* and the *International Reading Association*, specifically the "Key Elements in Programs Designed to Improve Adolescent Literacy Achievement in Middle and High Schools" (Biancarosa, G., and Snow, C.E., 2004. *Reading Next— A Vision for Action and Research in Middle and High School Literacy: A Report from Carnegie Corporation of New York*, Washington, D.C.: Alliance for Excellent Education.)

The AchieveReading High School Program targets a culturally and economically diverse student population and is designed for a small group setting with a 6:1 student-teacher ratio.

The program offers three lesson formats of various length and focus. These formats can be combined as desired.

Lesson Focus	Description
Core Program Format	Reading comprehension with embedded vocabulary instruction and writing activities (45 minute session length)
Extended Lesson Format	Reading comprehension with extended vocabulary and comprehension instruction and embedded writing activities (60 minute session length)
Dual Focus Lesson Format	Reading comprehension with explicit vocabulary instruction and embedded writing activities (90 minute session length)

The AchieveReading High School program includes the following key features:

- Small group instruction in reading/language arts generally in small groups of up to 6 students
- Anthology of Reading selections which address a variety of genres, styles and format with both narrative and expository text as supported by the National Reading Panel, the National Council of Teachers of English and the International Reading Association
- Reading and writing strategies include: Directed Reading and Thinking and writing process
- Lessons (60 or 90 minute) focusing on comprehension, vocabulary and writing
- Selections represent cultural and economic diversity with an emphasis on content area topics and support
- Pre and post proficiency assessment in reading

Students with an instructional reading level of less than 9.0 will be placed in our AchieveReading program. The AchieveReading program focuses on the key vocabulary, comprehension, and word structure skills and strategies that students need to perform successfully in high school language arts classes.

AchieveMath

- Designed as an intervention for at-risk students who have difficulty achieving at grade-level in math.
- Delivered in a 6:1 student-to-teacher ratio or similar setting.
- Correlated to NCTM Standards, and draws upon findings of the National Research Council and the National Math Panel.

AchieveMath Small Group provides systematic and explicit instruction to improve students' math skills and confidence, and to assist students in applying newly learned skills in the classroom. Teachers introduce concepts with concrete manipulatives followed by pictorial representations and algorithms. Math skills are presented sequentially within and across grade levels.

AchieveMath High School

The Catapult Learning AchieveMath High School Program uses a research-based, instructional approach to strengthen the math skills of underachieving students in a motivating, engaging, and successful manner. The program targets students in grades nine through twelve who are struggling with basic math and algebra skills and who require more systematic, intensive, and explicit instruction than can be provided in a classroom setting. AchieveMath High School is designed for students who need help with general math skills in order to improve their proficiency in mathematics and/or to prepare for High School Exit Exams. The program incorporates instruction in skills ranging from numeration through algebra and follows a sequential continuum of objectives within a scaffolded lesson design.

The AchieveMath High School Program incorporates best practices such as assisting students in connecting and integrating new learning to existing knowledge and providing students with immediate and appropriate feedback. Establishing a supportive learning environment, providing student-centered instruction, incorporating ample guided practice, and helping students articulate their thinking are key features of all Catapult Learning programs.

Catapult Learning provided:

- 421 services in AchieveReadingFlex
- 442 services in AchieveMath

Services were provided 1 to 2 times a week based on the needs of the students, teacher itineraries, the request of the building principals and district approval. The length of each session was approximately 30-60 minutes.

Curriculum

Catapult Learning's instructional curricula is systematic, intensive, and explicit and is built on the critical components of effective programs, as reviewed in current research, including the National Reading Panel and the National Council of Teachers of Mathematics. Core program materials include:

- Proprietary Assessments
- Highly Respected, High Interest Trade Books (Reading)
- Structured Phonics Lessons with Worksheets and Manipulatives
- Highly Structured Math Lessons
- Manipulatives (Math)

Achievement Results

Catapult Learning measured student performance by comparing pretest and posttest scores on standardized achievement tests for enrolled students meeting the following criteria: 1) enrolled in the program for 20 or more sessions and 2) matched pretest and posttest scores:

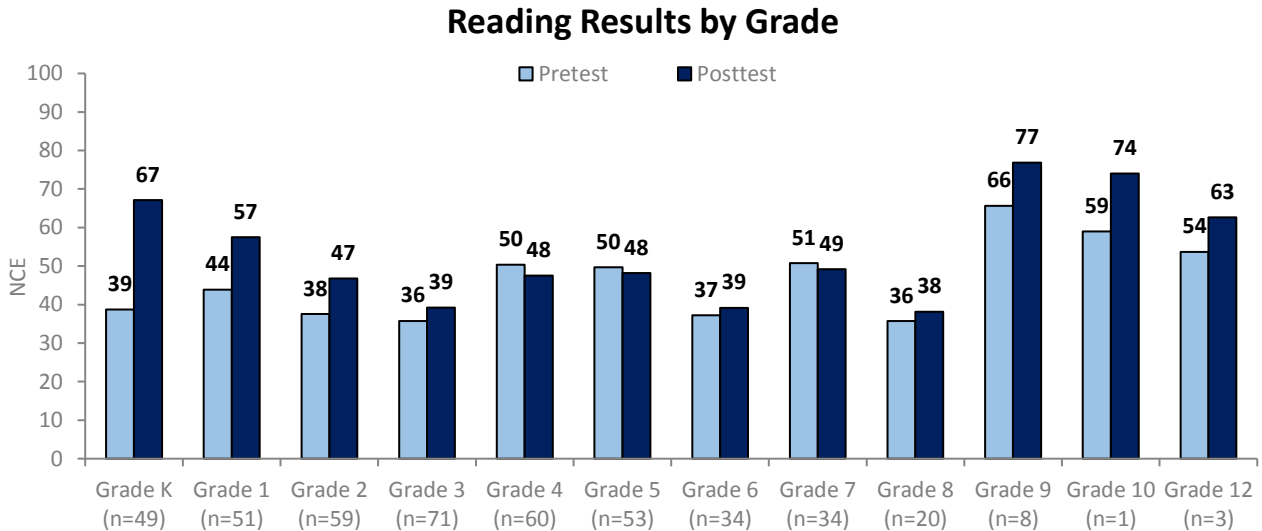
Test used	Cycle of testing	Grades tested	Number of students tested	
			Reading	Math
ITBS/IOWA	Fall—Spring	K—8	186	191
Skills Assessment	Fall—Spring	K—12	250	248
Stanford Diagnostic	Fall—Spring	K—8	7	10
Total			443	449

Procedure

Individual test scores were converted into Normal Curve Equivalent (NCE) scores to determine an average score for the program. To best demonstrate program effectiveness, pretest and posttest scores are reported according to fall normative scores.

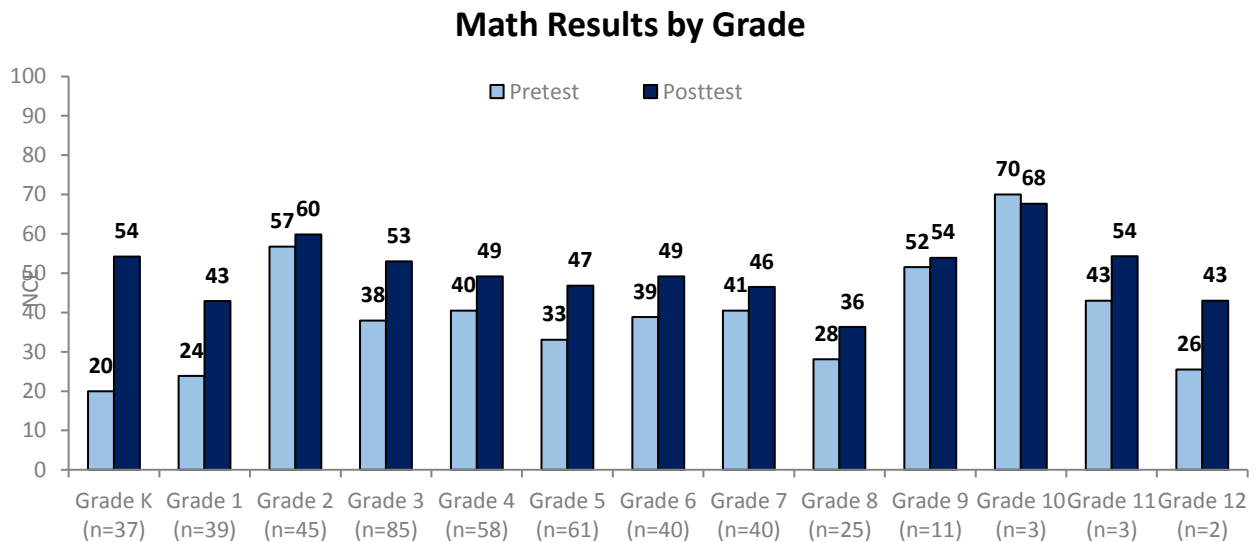
Reading

In reading (n=443), students moved from scoring an average of 43 points on the pretest to 49 points on the posttest. The difference between the average pre- and post-test scores in reading was 6.4 NCE points. A t-test of statistical significance indicated that the difference was statistically significant ($p < 0.001$).



Math

In math (n=449), students moved from scoring an average of 37 points on the pretest to 50 points on the posttest. The difference between the average pre- and post-test scores in math was 12.7 NCE points. A t-test of statistical significance indicated that the difference was statistically significant ($p < 0.001$).



Professional Development

Catapult Learning provided Professional Development services to Houston Independent School District during the 2016-2017 school year.

School	PD Seminars	PD Institutes
Archdiocesan Schools of Galveston-Houston	✓	✓
Jewish Federation Schools in HISD		✓
Lutheran Schools in HISD		✓
Independent Private Schools/Academies		✓

The Catapult Learning services were provided and supported by:

- Tonye Jack-Carlton, *Professional Development Manager*
- Meridith Banks, *Regional Director*
- Annette Charles, *Territory Vice President*

Professional Development Seminars & Institutes

Catapult Learning hosts onsite capacity-building seminars that are designed to arm educators with tools and techniques to help drive student achievement. Seminars can be held over a half day, full day, or as a multi-day Institute covering multiple topics. All seminars are delivered by highly trained experts and each seminar incorporates activities and discussion, as well as providing opportunities for teachers to engage in guided practice and to begin to plan for how they will apply newly learned ideas in their own classrooms

Professional Development Seminars

Professional Development Seminar services were provided to 35 Schools in the Houston Independent School District.

The following Professional Development Seminars were provided as part of the Catapult Learning program:

Professional Development Seminar Title	Presenter	Date(s)	Number of Attendees
Concept Based Teaching	Kristen Curtiss	8/01/2016	26
Concept Based Teaching	Janet Mello	8/01/2016	20
Concept Based Teaching	Lisa Harper	8/01/2016	24
Coaching Connections	Lisa Harper	8/16/2016	6
Coaching Connections	Lisa Harper	8/17/2016	7

Professional Development Seminar Title	Presenter	Date(s)	Number of Attendees
Coaching Connections	Lisa Harper	9/22/2016	1
Coaching Connections	Lisa Harper	10/19/2016	1
Coaching Connections	Lisa Harper	11/14/2016	1
Coaching Connections	Lisa Harper	11/17/2016	1
Coaching Connections	Lisa Harper	1/5/2017	1
Coaching Connections	Lisa Harper	1/18/2017	1
Coaching Connections	Lisa Harper	2/23/2017	1
Coaching Connections	Lisa Harper	2/27/2017	1
Coaching Connections	Lisa Harper	3/8/2017	11
Coaching Connections	Lisa Harper	3/09/2017	17
Developing Learner Voice	Stacy Bennett	6/07/2017	7
Developing Learner Voice	Michelle Bergman	6/07/2017	9
Developing Academic Vocabulary	Mary Helen Blanchard	6/07/2017	6
Differentiation to Enhance Learning	Ruben Cortez	6/07/2017	2
Developing Academic Vocabulary	Brandy Kerbow	6/07/2017	7
Designing Student-Centered Classrooms	Tiffany Layton	6/07/2017	11
Developing Learner Voice	Jill Mansfield	6/07/2017	16
Developing Academic Vocabulary	Lisa Harper	6/07/2017	8
Analyzing Errors & Giving Effective Feedback	Michelle Bergman	6/08/2017	5
Analyzing Errors & Giving Effective Feedback	Mary Helen Blanchard	6/08/2017	4
Differentiation to Enhance Learning	Ruben Cortez	6/08/2017	6
Differentiation to Enhance Learning	Lisa Harper	6/08/2017	3
Analyzing Errors & Giving Effective Feedback1	Brandy Kerbow	6/08/2017	2
Designing Student-Centered Classrooms	Tiffany Layton	6/08/2017	1
Close Reading	Jill Mansfield	6/08/2017	1
Differentiation to Enhance Learning	Stacy Bennett	6/08/2017	2

Professional Development Seminar Evaluations

Evaluations were completed by workshop participants, with participants rating the overall event as 3.9 out of 4. Participants were asked to rate their level of agreement with a variety of statements using a 1 to 4 scale where 1 = Strongly Disagree and 4 = Strongly Agree. An item-level summary of workshop evaluation responses is available upon request.

Parent Involvement

Parent involvement is a critical element in ensuring children's academic success. Efforts were made to involve parents as much as possible in their children's participation in the Catapult Learning program.

- 60 parents attended an Annual Title I Meeting, held throughout the program on various days during the fall months.
 - Parents met Catapult Learning staff, viewed the classroom, and received information about the Catapult Learning program.
 - Meeting location: St. Peter, Incarnate Word, St. Ambrose, Torah Day School, Assumption, St. Francis de Sales, Our Lady of Guadalupe, Al-Hadi, St. Christopher and Beth Yeshurun
- Sixty individual parent conferences were held throughout the instruction program.
- Progress reports were sent to parents four times throughout the program: in October, January, March and April.
- Parents received newsletters and other helpful materials on a regular basis. Appendix D includes sample Parent Involvement Materials
- Catapult Learning Title I Month was held in May. During this month-long event, parents were invited to participate in activities that celebrate and reinforce student learning and achievement. Parents were also encouraged to work with their child at home.
 - Thirteen parents participated in Catapult Learning Month activities, such as visiting the Catapult Learning classroom as a Guest Reader or Guest Problem Solver.

Parent Involvement Workshops

The following parent involvement workshops were provided as part of the Catapult Learning program:

Parent Involvement Workshop Title	Number of Attendees:	Presenter
Reading With Your Child	2	Kendra Jefferson/Nikki Padilla
Family Reading Night	5	Sally Paz
Math Fun	0	Kendra Jefferson

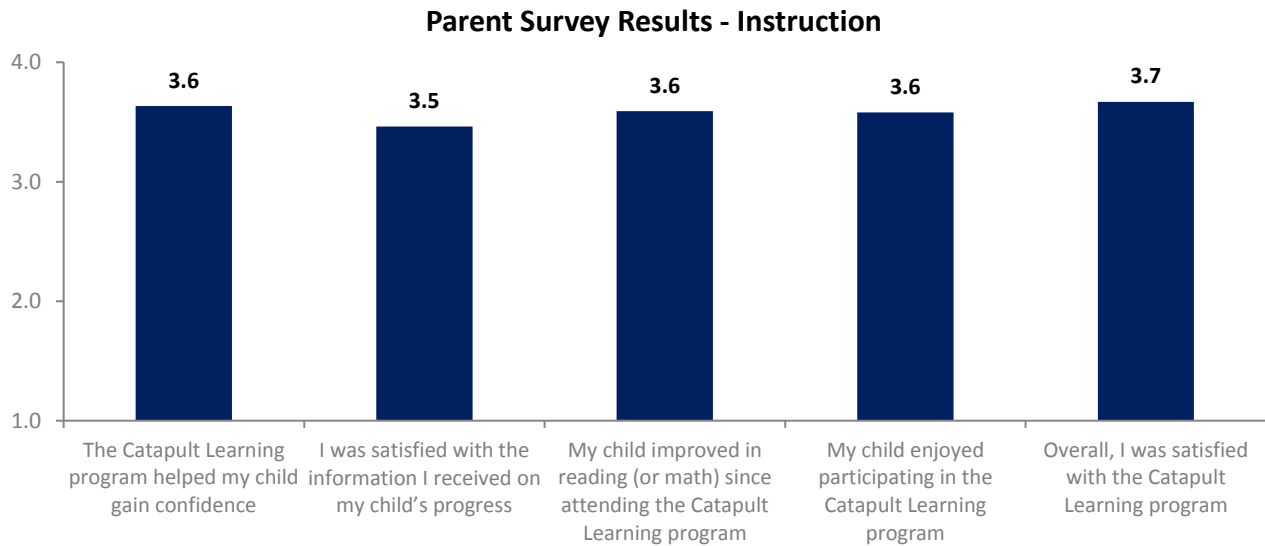
Parent Involvement Workshop Evaluations

Evaluations were completed by 5 workshop participants, and, 100% of participants chose Excellent or Good as their overall rating of the event.

Parent Surveys

Parents were surveyed near the end of the Catapult Learning program to ascertain their satisfaction with the services provided to their children. Parents were asked to indicate their level of agreement to a series of statements using a 4 to 1 scale with 4 meaning “Strongly Agree” and 1 meaning “Strongly Disagree.” In addition, comments and suggestions were sought.

Surveys were completed by 148 parents of students who received instruction services.



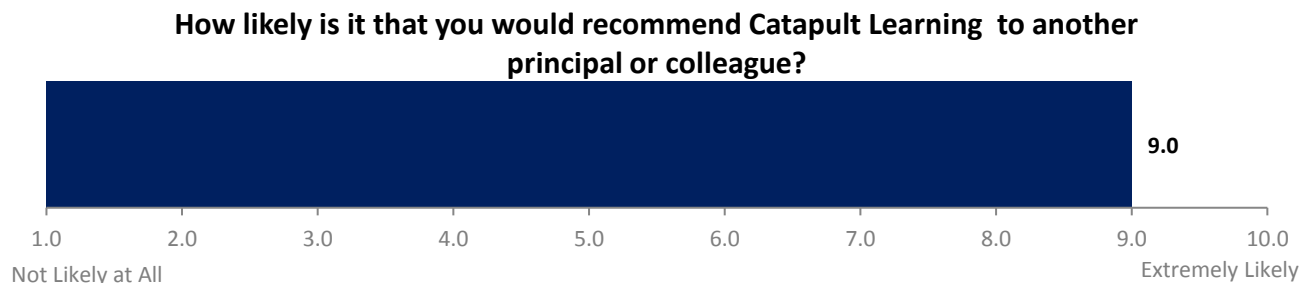
Principal Satisfaction Surveys

Satisfaction survey results were gathered at the end of service delivery as a means to gain valuable feedback as well as evaluate program success. Item-level survey results can be found in Appendix B.

Principals

Principals were surveyed at the conclusion of services with Catapult Learning's four-question Customer First survey. Responders were to consider all services provided when completing the survey. Surveys were completed by fifteen principals.

Principals were asked to rate the likelihood of recommending Catapult Learning to another principal or colleague according to a 10 point scale, where 10 represented "extremely likely" and 1 represented "not likely at all." The average rating was 9.





Appendix A

Achievement Test Results



Catapult Learning
Houston Independent School District
Program Summary, by School
2016-2017
READING – ITBS/IOWA

School Name	Student Count	Average NCE Pretest	Average NCE Posttest	NCE Difference	Percent of Students Who Gained
Al- Hadi	7	44.0	47.3	3.3	71%
Assumption Catholic School	5	35.7	30.9	-4.8	20%
Holy Ghost Catholic School	11	31.6	38.1	6.5	73%
Memorial Lutheran	7	27.3	30.3	3.1	57%
Muhammed University of Islam	1	15.4	13.1	-2.3	0%
Our Lady of Guadalupe Catholic School	15	35.0	40.3	5.2	73%
Our Lady of Mt Carmel Catholic School	13	36.9	30.7	-6.2	38%
Pilgrim Lutheran	6	48.6	41.2	-7.3	50%
Queen of Peace Catholic School	8	26.5	28.4	1.9	63%
Resurrection Catholic School	11	32.2	32.1	-0.1	55%
Shlenker	1	77.0	33.7	-43.3	0%
St Ambrose	15	32.0	36.7	4.7	73%
St Augustine Catholic School	14	34.0	40.7	6.7	64%
St Christopher Catholic School	13	33.1	36.8	3.7	46%
St Francis de Sales Catholic School	3	54.7	57.9	3.3	67%
St Mary of the Purification Montessori School	8	38.1	40.8	2.8	63%
St Peter the Apostle Catholic School	5	27.0	23.5	-3.5	40%
St Rose of Lima Catholic School	6	36.4	44.2	7.8	83%
St Theresa Catholic School	18	32.3	35.8	3.5	67%
St Thomas More Catholic School	1	42.5	40.2	-2.3	0%
Torah Day	18	50.6	67.4	16.8	67%
TOTAL	186	36.2	39.7	3.5	60%



Catapult Learning
Houston Independent School District
Program Summary, by School
2016-2017
READING – Skills Assessment

School Name	Student Count	Average NCE Pretest	Average NCE Posttest	NCE Difference	Percent of Students Who Gained
Al- Hadi	11	46.7	72.4	25.6	100%
Assumption Catholic School	8	45.1	47.0	1.9	50%
Holy Ghost Catholic School	13	54.5	78.8	24.2	92%
Incarnate Word Academy	10	64.7	76.3	11.6	80%
Memorial Lutheran	8	48.4	41.3	-7.1	13%
Our Lady of Guadalupe Catholic School	24	53.2	51.4	-1.8	42%
Our Lady of Mt Carmel Catholic School	13	42.5	45.8	3.3	54%
Pilgrim Lutheran	11	47.4	75.0	27.6	91%
Queen of Peace Catholic School	7	28.9	59.0	30.1	100%
Resurrection Catholic School	11	44.9	46.0	1.1	45%
Shlenker	17	52.2	69.9	17.6	82%
St Ambrose	13	34.4	37.6	3.2	54%
St Anne	1	73.0	61.0	-12	0%
St Augustine Catholic School	13	45.2	40.9	-4.2	46%
St Christopher Catholic School	7	52.4	44.4	-8	14%
St Francis de Sales Catholic School	5	49.6	70.0	20.4	60%
St Mary of the Purification Montessori School	8	57.3	47.9	-9.4	13%
St Peter the Apostle Catholic School	9	33.4	43.0	9.6	67%
St Rose of Lima Catholic School	6	53.3	57.5	4.2	50%
St Theresa Catholic School	19	56.4	55.8	-0.5	53%
St Thomas More Catholic School	2	67.0	65.5	-1.5	50%
Torah Day	13	43.5	55.9	12.5	62%
University Park	2	49.0	57.0	8	100%
Yeshiva Torat Emet	19	42.5	60.5	18	74%
TOTAL	250	48.1	56.4	8.2	60%



Catapult Learning
Houston Independent School District
Program Summary, by School
2016-2017
READING – Stanford Diagnostics

School Name	Student Count	Average NCE Pretest	Average NCE Posttest	NCE Difference	Percent of Students Who Gained
Trinity Lutheran	7	34.7	49.5	14.8	71%
TOTAL	7	34.7	49.5	14.8	71%

Catapult Learning
Houston Independent School District
Program Summary, by School
2016-2017
MATH – ITBS/IOWA

School Name	Student Count	Average NCE Pretest	Average NCE Posttest	NCE Difference	Percent of Students Who Gained
Al- Hadi	9	31.7	47.1	15.4	78%
Assumption Catholic School	7	27.0	34.6	7.6	57%
Beth Yeshurun	11	59.0	58.9	-0.1	45%
Holy Ghost Catholic School	8	35.0	42.1	7.1	50%
Memorial Lutheran	1	47.4	52.1	4.7	100%
Muhammed University of Islam	2	43.8	24.5	-19.3	0%
Our Lady of Guadalupe Catholic School	19	36.0	40.5	4.6	58%
Our Lady of Mt Carmel Catholic School	14	32.5	30.9	-1.5	36%
Pilgrim Lutheran	5	34.5	30.2	-4.3	40%
Queen of Peace Catholic School	12	42.7	35.1	-7.6	33%
Resurrection Catholic School	16	28.0	35.1	7.1	69%
Shlenker	1	33.7	42.5	8.8	100%
St Ambrose	13	31.7	31.1	-0.6	46%
St Augustine Catholic School	16	30.7	43.3	12.7	81%
St Christopher Catholic School	9	30.4	33.1	2.7	56%
St Mary of the Purification Montessori School	7	25.7	35.4	9.6	86%
St Peter the Apostle Catholic School	5	22.2	28.8	6.6	60%
St Rose of Lima Catholic School	10	36.4	46.7	10.3	90%
St Theresa Catholic School	10	34.2	39.5	5.3	70%



School Name	Student Count	Average NCE Pretest	Average NCE Posttest	NCE Difference	Percent of Students Who Gained
Torah Day	15	36.4	72.9	36.5	80%
Trinity Lutheran	1	53.2	55.3	2.1	100%
TOTAL	191	34.6	41.5	6.9	61%

Catapult Learning
Houston Independent School District
Program Summary, by School
2016-2017
MATH – Skills Assessment

School Name	Student Count	Average NCE Pretest	Average NCE Posttest	NCE Difference	Percent of Students Who Gained
Al- Hadi	13	37.2	67.8	30.5	85%
Assumption Catholic School	6	44.2	69.0	24.8	100%
Beth Yeshurun	18	49.6	63.4	13.8	78%
Holy Ghost Catholic School	10	57.0	75.5	18.5	60%
Incarnate Word Academy	16	55.4	56.6	1.2	44%
Memorial Lutheran	1	64.0	51.0	-13	0%
Muhammed University of Islam	6	66.3	66.3	0	33%
Our Lady of Guadalupe Catholic School	22	42.0	53.6	11.6	77%
Our Lady of Mt Carmel Catholic School	14	22.1	36.6	14.5	86%
Our Redeemer Lutheran	4	28.3	38.0	9.8	75%
Pilgrim Lutheran	9	28.1	51.6	23.4	100%
Queen of Peace Catholic School	10	45.1	64.1	19	90%
Resurrection Catholic School	16	34.1	54.9	20.8	94%
Shlenker	11	22.6	51.4	28.7	82%
St Ambrose	6	27.3	38.7	11.3	67%
St Anne	2	80.0	80.0	0	0%
St Augustine Catholic School	11	33.0	65.8	32.8	100%
St Christopher Catholic School	8	38.9	51.0	12.1	63%
St Mary of the Purification Montessori School	8	24.1	58.6	34.5	88%
St Peter the Apostle Catholic School	8	24.0	41.4	17.4	88%
St Rose of Lima Catholic School	10	37.8	62.2	24.4	80%
St Theresa Catholic School	16	53.4	59.1	5.6	63%
Torah Day	14	30.3	40.1	9.9	64%
Trinity Lutheran	2	42.0	88.5	46.5	100%



School Name	Student Count	Average NCE Pretest	Average NCE Posttest	NCE Difference	Percent of Students Who Gained
University Park	1	24.0	53.0	29	100%
Yeshiva Torat Emet	6	19.3	38.7	19.3	50%
TOTAL	248	39.0	55.9	16.9	75%

Catapult Learning
Houston Independent School District
Program Summary, by School
2016-2017
MATH – Stanford Diagnostic

School Name	Student Count	Average NCE Pretest	Average NCE Posttest	NCE Difference	Percent of Students Who Gained
Trinity Lutheran	10	35.9	57.3	21.3	90%
TOTAL	10	35.9	57.3	21.3	90%

Catapult Learning
Houston Independent School District
Program Summary, by Grade
2016-2017
READING – ITBS/IOWA

Grade	Student Count	Average NCE Pretest	Average NCE Posttest	NCE Difference	Percent of Students Who Gained
K	9	30.2	69.7	39.6	100%
1	19	38.3	43.8	5.5	74%
2	26	38.7	34.5	-4.2	42%
3	37	34.5	37.0	2.5	59%
4	29	38.4	42.1	3.7	69%
5	27	35.5	35.9	0.4	52%
6	16	34.5	36.4	1.9	50%
7	14	37.9	41.5	3.6	64%
8	9	32.2	32.6	0.4	56%
TOTAL	186	36.2	39.7	3.5	60%



Catapult Learning
Houston Independent School District
Program Summary, by Grade
2016-2017
READING – Skills Assessment

Grade	Student Count	Average NCE Pretest	Average NCE Posttest	NCE Difference	Percent of Students Who Gained
K	37	41.8	65.8	24.1	92%
1	32	47.2	65.6	18.4	72%
2	32	36.8	57.5	20.8	78%
3	33	37.7	41.9	4.3	52%
4	31	61.6	52.6	-9	26%
5	26	64.4	61.0	-3.5	38%
6	16	37.8	42.4	4.6	69%
7	20	59.8	54.5	-5.3	35%
8	11	38.5	42.6	4.1	55%
9	8	65.6	76.9	11.2	75%
10	1	59.0	74.0	15	100%
12	3	53.7	62.7	9	100%
TOTAL	250	48.1	56.4	8.2	60%

Catapult Learning
Houston Independent School District
Program Summary, by Grade
2016-2017
READING – Stanford Diagnostic

Grade	Student Count	Average NCE Pretest	Average NCE Posttest	NCE Difference	Percent of Students Who Gained
K	3	26.8	75.0	48.2	100%
2	1	33.0	20.4	-12.6	0%
3	1	20.4	31.5	11.1	100%
6	2	54.7	34.9	-19.8	50%
TOTAL	7	34.7	49.5	14.8	71%



Catapult Learning
Houston Independent School District
Program Summary, by Grade
2016-2017
MATH – ITBS/IOWA

Grade	Student Count	Average NCE Pretest	Average NCE Posttest	NCE Difference	Percent of Students Who Gained
K	8	14.7	77.1	62.4	100%
1	12	25.3	55.4	30.2	100%
2	23	48.3	41.3	-7	48%
3	41	32.3	39.2	6.9	66%
4	30	37.5	39.9	2.4	50%
5	30	33.5	36.4	2.9	47%
6	18	37.4	40.3	3	67%
7	16	34.6	42.5	7.9	75%
8	13	30.8	30.5	-0.3	46%
TOTAL	191	34.6	41.5	6.9	61%

Catapult Learning
Houston Independent School District
Program Summary, by Grade
2016-2017
MATH – Skills Assessment

Grade	Student Count	Average NCE Pretest	Average NCE Posttest	NCE Difference	Percent of Students Who Gained
K	26	20.5	45.0	24.5	77%
1	27	23.2	37.3	14.1	67%
2	21	64.9	81.3	16.4	81%
3	42	43.2	65.9	22.7	83%
4	28	43.6	59.1	15.5	93%
5	31	32.6	56.8	24.2	90%
6	21	40.8	57.4	16.6	71%
7	23	44.7	49.0	4.2	43%
8	10	25.5	40.7	15.2	80%
9	11	51.5	53.9	2.4	45%
10	3	70.0	67.7	-2.3	33%
11	3	43.0	54.3	11.3	67%
12	2	25.5	43.0	17.5	100%
TOTAL	248	39.0	55.9	16.9	75%



**Houston Independent School District
Program Summary, by Grade
2016-2017
MATH – Stanford Diagnostic**

Grade	Student Count	Average NCE Pretest	Average NCE Posttest	NCE Difference	Percent of Students Who Gained
K	3	29.8	73.0	43.2	100%
2	1	79.6	36.5	-43.1	0%
3	2	41.7	62.9	21.2	100%
6	1	23.0	35.1	12.1	100%
7	1	37.7	51.6	13.9	100%
8	2	23.1	52.3	29.2	100%
TOTAL	10	35.9	57.3	21.3	90%



Appendix B

Survey Results

Principal Survey 2016-2017

How likely is it that you would recommend Catapult Learning to another principal or colleague?

Extremely Likely												Not Likely at All												Avg. Rating
10		9		8		7		6		5		4		3		2		1		0				
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%			
7	47	3	20	3	20	2	13	--	--	--	--	--	--	--	--	--	--	--	--	--	--	9		

What is the primary reason for the score you just gave us? Please respond below.

- Catapult offers excellent services and strong administration of their programs.
- Coaching services
- great customer service.
- I have been pleased with Catapult's service-
- I think is it a great program for working with at risk students. I gave the program a 9 because I think it is a bit tricky to schedule students.
- Just not sure the program is working for our school.
- Molly does a great job with our students. I am concerned about the shift to an independent curriculum that does not mirror what is being taught in the classroom at that time. The instruction was tailored to support the individual needs of the students and I am not completely convinced this is happening now.
- Other than assistance with how to enter the data much of it is not new information but it is good information. If the principal is using AIM it would be helpful. It is helpful for teachers.
- Professionalism
- The quality of the Summer Institute the last two years.
- They are always just a phone call or text away and they drop in to see how things are going and if I need any help.
- They have been extremely helpful to our students and easy to work with.
- This model is simply great teaching practice. It works for any subject area and makes all the sense in the world.
- Timeliness

Parent Survey 2016-2017

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
1. The Catapult Learning program helped my child gain confidence.	98	67%	44	30%	5	3%	0	0%
2. I was satisfied with the information I received on my child's progress.	84	57%	51	35%	8	5%	4	3%
3. My child improved in reading (or math) since attending the Catapult Learning program.	94	64%	47	32%	5	3%	1	1%
4. My child enjoyed participating in the Catapult Learning program.	101	68%	35	24%	9	6%	3	2%
5. Overall, I was satisfied with the Catapult Learning program.	106	72%	36	24%	5	3%	1	1%

Please provide any comments or suggestions:

- Awesome program!
- Catapult tutors have helped so much this year. They are wonderful.
- Emily has done a great job with my child. He has nothing but kind, good comments about her. Thanks.
- Excellent program. My daughter improved so much. Thank you.
- For the class to be offered more than once a week.
- Glad that it helped him with his reading, math extra help is always good. Thank you!
- Going to this program, my child learned many new techniques on learning how to study better in order to bring her grades up.
- Great program and we are so appreciative that scan as picked to participate, I strongly believe the one on one helps greatly helped him and I thank you Ms. C. for all her hard work with my son.
- Great program.
- Hannah now can read and do her work alone.

- He enjoys it but is complaining that he still struggles. He needs some work but he loves his teacher.
- He likes having this opportunity.
- He loves Mora Traci and the way she uses different stuff.
- He made progress from last year.
- Holy Ghost Catholic School is improvement out program I am happy my child in this school.
- I am very happy because this year my son had the opportunity to learn one on one. He as more focus because he was the only one with the teacher and I feel he learn better this way. Thank you Ms. Cheung for all your help.
- I can't thank everyone for the effort put into Preston. He enjoys this program so much!
- I have seen the change in Samuel, like somebody read and enjoy writing. Thanks for helping.
- I made a recommendation midway through for my child to receive more math support. This request was honored. I would like to see test scores and growth measure charts (analysis) to see how my child is progressing.
- I think George is improving.
- I think this is a good program. However, the times the students are taken out they do not like. They miss their time with classmates. I think he has adjusted, but I think its something to think about for next year.
- I want to thank each of the instructors making this program a success.
- Jacob really enjoyed it.
- Mollie will continue as needed.
- Mrs. Bargrasser was amazing in working with my son. Her endless amounts of patience combined with her can-do attitude really inspired my son to learn and even excel in his math skills. Thank you!
- Mrs. Bargrasses is awesome!
- Mrs. Bargrasses was fantastic! Sari's knowledge and confidence really grew while working with her this year.
- Ms. B has been the highlight of my child's day. I wish she could be there more.
- My child always talks about Ms. B.
- My child enjoys coming to school. I have seen improvement.
- My daughter did not "check" With the Catapult teacher. She complained the teacher with always in a bad mood and felt like she couldn't ask any question for fear she would get yell at. We have her in the reading tutoring still because we are looking into outside tutoring for the same reason.
- My daughter truly enjoyed this program she constantly talks about how sincere and understanding Mrs. Roy is she felt she had someone on her side who was always honest and encouraging in her last month of high school Mrs. Roy is a wonderful person.
- My daughter already know what was taught in this program.
- My only suggestion is that the communication to parents is lacking. I have no idea who my daughter's tutor is, what they are working on, or whether she is making progress.

- Noya has made amazing progress with Mora Traci. She cares and takes the time to work with her until she feels confident.
- On #2, I don't recall getting any regular updates on my child's progress.
- Our Catapult teacher has been wonderful and Stella enjoys working with her to try to improve in Math.
- She was helpful! I satisfied for all the growth that my child had. Thanks.
- Strongly suggest to work on communication with parents on progress and supervising the tutor closely.
- Thank you for all that you have done to help my child. If I could If provide input, it would be that I'm unclear as to how the skills evaluate more presented an/or practice. Progress reports are helpful, but work examples and specific details about my child's skills might be more informative.
- Thank you for helping my child.
- Thank you for making this available for us! We really appreciate it!
- Thank you for the hard work if its possible I want summer classes also for Math and English conversation.
- Thank you very much it was amazing how she reads so nice and fast and even before she started school two and a half months ago. Thank you again, you do a very good job!
- Thank you!
- Thank you. If there is a chance to change the time for the Catapult class to not be during school class time!
- Thank you. If there is a chance to change the time for the Catapult class to not be during school class time!
- Thanks to Catapult my child has become more confident. Thank you!
- Thanks!
- Thanks.
- Thanks.
- That is an excellent program! Thank you.
- The Catapult Learning program occurs during Art, Music, Computer & PE. Christopher does not like being taken out during this time. I think this is a good program, however, the time that student receive this service should be considered.
- The class helped her overall in study skills but not really her Math skills. Her trade improved in all other subjects and her time management became much more efficient.
- This is difficult to assess. We have not received any feedback on her progress or how we can help at home.
- Traci has been helped so much with our daughter learning.
- Tutor or teachers should explain to the students in the beginning of every class what they are going to study, see a good for the day and review on the same at the end of the class to see if they both achieved it.
- Very helpful program to help increase academics.
- Very helpful program to help with academic progress.
- We appreciate this opportunity to add to Gianna educational skills and experience. Thank you!

Catapult Learning

- We did not like missing his extra class, P.E, Music, Gym.
- We have been very satisfied with this Math progress. It has greatly helped our son and built up his confidence level.
- We never received any information on my child's progress.
- We noticed that Paul was understanding his Math a lot better. Thank you for helping our son.
- While I feel the concept of the program is amazing for children who need additional help, I don't truly know how to grade the program this year. While I understand my daughter is in High School and is learning to be responsible, I have no information on how her progress gear (or didn't) I commend the teacher for teaching the kids organization skills. (Something my daughter's prior school instilled) but I am not sure if this program helped her with improving her Math but I am not if this program helped her with improving her Math but I am not sure if this program help her with improving her Math or reading skills. Unfortunately, with no baseline to go off of I cannot take this survey in its entirety.
- Would definitely appreciate more frequent communication regarding content and mastery.



Appendix C

Parental Involvement Materials

A PARENT'S GUIDE TO GIVING TUESDAY

Over the past five years a movement has been spreading throughout the world that encourages people to give back to their communities. This movement, named *Giving Tuesday*, falls on November 29th, and reminds us of the importance of helping others amidst the chaos and excitement of the holidays. *Giving Tuesday* was created by a group of people at the 92nd Street Y in New York City in conjunction with the United Nations Foundation. Since that time *Giving Tuesday* has spread to 71 countries.

This November talk to your child about the significance of giving back to your community and helping others. Talk to local non-profit organizations and charities to find out more about volunteer opportunities in your neighborhood, and then engage in volunteer work with your child. You and your child could help a neighbor in need, clean up trash in a nearby park, or donate clothing and household goods that you no longer use. For more information and ideas visit www.givingtuesday.org.

November National Holidays

November 8th- National STEM/STEAM Day- complete a Science, Technology, Engineering, Art, or Math project with your child to celebrate!

November 13th -19th- American Education Week- visit your children at school and see what their day is like.

November 19th – National Play Monopoly Day- celebrate by playing this board game as a family.

RECIPE



This hot chocolate recipe will warm up those tummies on a cold afternoon. Have your child measure ingredients and enjoy together!

Ingredients

1 $\frac{1}{4}$ c. dark chocolate chips
 $\frac{3}{4}$ c. powdered sugar
 $\frac{1}{2}$ c dry nonfat milk
 $\frac{1}{3}$ c. cocoa powder
 $\frac{1}{2}$ tsp. ground cloves
 $\frac{1}{2}$ tsp. nutmeg
1 $\frac{1}{2}$ tsp. ground cinnamon
1 c. of milk of your choice

Directions:

Mix dry ingredients in a bowl and set aside. On the stovetop or in the microwave, heat 1 cup of milk. Pour milk into a mug. Stir in 3 tablespoons of the hot chocolate mix. Enjoy!

<http://www.fitnessmagazine.com/recipes/drink/healthy-hot-chocolate-recipe/>

FUN WITH READING

With daylight time getting shorter, take advantage of some “dark” reading time with your child. Drape a sheet or blanket over a table and grab a flashlight for some reading adventure. Prop up on a pillow and relax in your dark cave and read by flashlight! Read a book to your child or each read your own book! Your child will see that you enjoy reading and will learn from your example!

READING CORNER

Apps

Phonics Genius is a fun app loaded with over 6,000 professionally recorded words. It will help your student distinguish and recognize the sounds within words!

Websites

<http://www.storylineonline.net/> is a wonderful free website for children. Actors from the Screen Actors Guild read storybooks to your child. You can listen to Kevin Costner read *Catching the Moon* or Haylie Duff read *Romeo and Doolie*.

MATH CORNER

Apps

Eggy Numbers to 100 is an entertaining app that teaches children ages 6-8 addition skills for numbers up to 100. Log in for some addition fun!

Websites

<http://www.coolmath4kids.com/> is a site where students can pick from games, quizzes and even brain teasers to sharpen their math skills! Students will learn that math is fun while honing their skills!



BOOK CLUB



Apples, Apples Everywhere!: Learning About Apple Harvests by Robin Koontz is a book recommended for Kindergarten through 2nd grade students. Learn about how apples are picked and stored and which apples are best for eating!

Curl up on a cool day with some warm apple cider and enjoy this book with your child.

Leaves Fall Down: Learning About Autumn

Leaves by Lisa Bullard is a great book to share with Kindergarten through 2nd grade students to learn about why the leaves change color! Children learn the correct terms around the changing of the leaves but will get caught up in the story about a mother and son, as well!



The Pumpkin Patch Puzzle (Nancy Drew and the Clue Crew Book 33) by Carolyn Keene is a book that 3rd and 4th graders are sure to enjoy. Follow Nancy Drew and her Clue Crew as they hunt for the Fall Festival felon.



Eddie Red, Undercover: Mystery on Museum Mile by Marcia Wells is a book that any 5th- 8th grader will enjoy. When sixth grader Edmund Xavier Lonnrot gets in the way of a fleeing witness, he is enlisted by the NYPD to help solve an art heist. Eddie happens to have a photographic memory and terrific art skills.

Blue Birds is a lovely book, written in verse, by Caroline Starr Rose about a friendship between two 12 year old girls in late 16th century Roanoke. Alis, an English settler meets Kimi, a member of the Roanoke tribe and the two form a strong bond, despite their lack of a common language. Your middle school aged child will enjoy this book for sure!

SPOTLIGHT ON PROBLEM SOLVING

This month we will focus on the problem solving strategy of “making a table” to solve a problem. A table is an arrangement of data, such as numbers. Making tables helps problem solvers track data, spot missing data, and identify data that is asked for in the problem. Patterns often become obvious when data is organized in a table.

Try the “making a table” strategy on the following problems.



PUZZLE

Can you complete the puzzle by filling in the blanks?

_____ N	Our current season
___ O _____	A game played on a large field traditionally at this time of year
___ V ___	These are falling from the trees
___ E	A dessert baked with fruit such as apples or peaches
___ M _____	A type of pie typically eaten around this time of year
___ B _____	What a turkey might say
___ E ___	A warm apple drink
___ R _____	Bird that we think of during this time of year



ANSWERS TO PUZZLES: Autumn, Football, Leaves, Pie, Pumpkin, Gobble, Cider, Turkey
 Problem Solving Answers
 1. Sam will practice for 60 minutes on Saturday.
 2. Martha made and gift wrapped 16 bracelets.

1. Sam is practicing playing the piano. His mother said he needs to practice 10 minutes on Monday, and 20 minutes on Tuesday. If Sam's mother continues to add 10 minutes of practice time each day, how many minutes will Sam practice on Saturday?
2. Martha and Melissa are making bracelets for their friends. Martha made bracelets faster than Melissa. For every one bracelet Melissa made, Martha made 4. They continued making bracelets until they had a bracelet for each of their friends. Melissa made and gift wrapped 4 bracelets. How many bracelets did Martha make and wrap?

Catapult Learning FAMILY NEWSLETTER

May/June 2017

THE FRIENDLY BOOK PARENT

Each May the *Children's Book Council* and the nonprofit, *Every Child a Reader*, support **Children's Book Week**. This year the celebration will be held May 1-7 with the purpose of inspiring readers of all ages.

As a parent you can help to instill a love of reading in your child by sharing books with them every day. In our last issue we described how to help your child get a library card, so you can visit the library for countless reading adventures! For young children, teach your child how to handle a book properly and point to each word as you read so that they begin to attach meaning to the words. For early to independent readers, take turns reading a book with your child and ask your child questions about what they read to ensure they understand the text.

As school comes to a close, ensure that your children continue to read throughout the summer. A minimum of twenty minutes of reading per day will help your child improve fluency and maintain the reading skills that they have learned throughout the school year. Along with reading, you can visit <http://everychildareader.net> for more activities and printable worksheets. You can also utilize some of the websites and apps suggested in this newsletter.

Have a wonderful summer and happy reading!

Summer Holidays & Special Events

May 1-7	Children's Book Week
May 6	National Teacher's Day- show your child's teacher how much they're appreciated!
May 14	Mother's Day
May 29	Memorial Day- teach your children the importance of this holiday!
June 2	National Doughnut Day
June 14	Flag Day
June 18	Father's Day
June 21	First Day of Summer!
July 4	Happy Independence Day
Week of Aug 6	National Scrabble Week
Week of Aug 15	Aviation Week



FUN WITH READING

It is time to get back outside for some reading fun! Write the letters of the alphabet in a single column on a piece of paper. Then take a walk outside to see if you can spy something that starts with each letter of the alphabet. Play with a partner to see who can fill out their alphabet list first. You and your partner can only write a word or object once.

For example, if you find a tree for the letter T, your opponent needs to find a different word for T. It will be quite a challenge to find words for Q and X. Have fun together while enjoying a walk!

READING CORNER

Apps

Hip Hop Hen: ABC Flashcard Songs teaches sounds and digraphs with 35 fun, interactive phonics songs. Sing along for phonics fun!

Websites

Readtomelv.com features children's books read by famous actors. This free site also has activity guides with hands-on ideas to engage your young reader. Check out this colorful and engaging site.



MATH CORNER

Apps

Addition & Multiplication Number Bubbles is an interactive app to practice addition and multiplication. Pop the number bubbles to make the sum or product at the top of the screen. Try this one out!

Websites

Multiplication.com is a great site for your child to practice their math skills while competing in a Grand Prix or as a knight in shining armor. This site has additional resources for you to use with your child as well as a section for off-line fun!

SPOTLIGHT ON PROBLEM SOLVING- Make a Model

In some problems, using objects to represent information assists in solving the problem. The objects assist in making a model to represent the problem.

Can you use the “make a model” problem solving strategy to solve the following problems?

1. Khloe is building 6 towers with blocks. If she makes all of the towers equal heights and she must use 36 blocks, how many blocks tall is each tower?
2. Ben is building 5 buildings. Each building must be 2 floors taller than the building to the left of it. If all of the floors added together from all of the buildings equal 35 floors, how tall is the tallest building?

PUZZLE:

May is National Salad Month. Can you solve these riddles involving food items you might put in a salad?

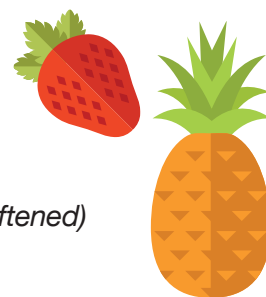


1. Beefsteak and roma; Grape and camparis; Cherry and sun gold; What are all of these?
2. A scarf's around a snowman's neck; each eye is a coal or pebble; He has two branches for his arms; and his nose is this vegetable.
3. First of all you have to slice them; but don't cry because of these things; cover with batter and fry them; you end up with these types of rings.

RECIPE – Fruit Kebobs with Dip

Gather the following ingredients:

- 2-3 different types of fruit
- 1 small jar marshmallow cream
- 1 cup powdered sugar
- 8 oz. package cream cheese (softened)
- Wooden skewers



Summer is quickly approaching and it is time to take advantage of the wonderful seasonal fruit that is available. Have an adult help cut up the fruit into cubes and put four or five pieces on a skewer.

Put the marshmallow cream, powdered sugar and cream cheese in a bowl and mix thoroughly.

Serve the fruit skewers with dip on the side. Enjoy!



BOOK CLUB

Frog and Toad Are Friends by Arnold Lobel (Grades K-2) Read this classic book about friendship to celebrate the author, Arnold Lobel's birthday on May 22nd.

Jumanji by Chris Van Allsburg (Grades 1-5) This Caldecott medal winner will excite readers of all ages with adventure and imagination. The illustrations and story are sure to capture your child's attention!

Who Was Sally Ride? by Megan Stine (Grades 3-6) Celebrate Sally Ride day on May 26th with this fun biography of the first American woman astronaut to fly in space.

Anne Frank: The Diary of a Young Girl by Anne Frank (Grades 5-8) This essential book introduces readers to the struggles of life in Nazi Germany. Learn more about the brave Anne Frank, whose birthday falls on June 12th.

Riddle answers:

1. Each building is 6 blocks high.
2. The tallest building is 11 floors.
1. Tomatoes
2. A carrot
3. Onion

Problem Solving:

ANSWERS