MEMORANDUM October 12, 2020

TO: Pamela Evans
Director, External Funding

FROM: Allison E. Matney, Ed.D.
Officer, Research and Accountability

SUBJECT: **TITLE I, PART A PRIVATE NONPROFIT SCHOOLS, 2019–2020**

Nonprofit private schools are eligible for Title I funding (Elementary and Secondary Education Act of 1965 [ESEA] as amended by the Every Student Succeeds Act of 2015 [ESSA]), 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 2019–2020 school year.

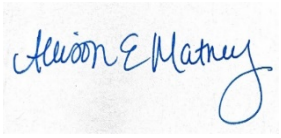
Catapult Learning services for students began September 2019 and ended March 2020. Following building closures, students were offered remote instructional services for the month of April. During 2019–2020, HISD provided Title I funding to support Catapult Learning instructional services in the areas of reading/literacy, mathematics, Hebrew, and STEM for students enrolled in grades prekindergarten through twelfth at 31 private nonprofit schools. Catapult Learning also provided tutoring services to enrolled students. Both in-person instructional services and remote learning services were provided two to four days per week based on student need and district approval. Each session lasted approximately 30–45 minutes. Catapult Learning's instructional designs included AchieveLiteracy K-5, AchieveReading Flex, Remote Learning (Reading), AchieveMath, AchieveMath High School, AchieveMath Remote Learning, Self-Study with Teacher Check-In, and ACT Prep. Academic performance was measured on the Catapult Learning Skills Assessment (grade PreK) and the iReady (grades K-8) among students who attended at least ten instructional services and possessed pretest and at least one additional benchmark score for the same assessment. Regarding the iReady, individual raw scores were converted to scale scores to determine an average score for the program. In addition to providing students instructional services, Catapult Learning provided a variety of supports for instructional staff and parents.

Key findings include:

- During the 2019–2020 school year, 672 students in grades PreK-12 received a total of 1,040 in-person instructional services in reading/literacy (n = 338), tutoring (n = 264), math (n = 380), Hebrew (n = 21), and STEM (n = 37). Approximately 69 percent of reading/literacy students and 64 percent of math students each attended at least 20 instructional sessions.
- Following school closures, Catapult Learning provided 766 instructional remote learning services to students in grades PreK-10 in the following areas: Distance Learning Reading (n = 121), Distance Learning Blended Reading (n = 283), Distance Learning Math (n = 91), Distance Learning Blended Math (n = 210), and Distance Learning Tutoring (n= 61).
- The 2020 summer program provided a total of 210 virtual instructional services to students enrolled in grades kindergarten through ninth grade. Fifty percent of these students attended at least five remote learning sessions.

- Performance on the Catapult Learning Skills Assessments revealed that prekindergarten students' (n = 6) average scores increased by 25 percentage points, from 36 percent on the pretest to 61 percent on the latest test in reading. PreK students also experienced a 28 percentage-point gain in math, from 33 percent on the pretest to 62 percent on the latest benchmark test.
- Results on the iReady showed that kindergarten through eighth grade students' (n = 198) average scale score increased by 19.7 percentage points, from 472.0 on the pretest to 491.6 on the latest benchmark test in reading. Two hundred twelve K-8th grade students' average scale score in math increased by 12.4 percentages points, from 421.9 to 434.4.
- Catapult Learning provided 177 Title I-funded specialized services in academic counseling to students, as well as parents and teachers when appropriate.
- Catapult Learning provided a variety of supports for parents. They held an Annual Title I Meeting during the fall semester for 68 parents, and provided seventeen parent involvement workshops to 99 parents. Progress reports were sent to parents at least two times during the school year, while newsletters and other materials were distributed to parents regularly.
- During the month of June, six parent involvement virtual workshops were offered to parents. Catapult Learning also ordered over 700 summer reading activity bags to deliver to students at their homes. Parents also received STEM activity bags to assist their child at home over the summer.
- Twenty parents of students who received Catapult Learning instructional services completed a survey regarding their views about the program's services. The average of parents' ratings was 3.6 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." This rating increased to 3.8 among the seventeen parents who responded to a survey regarding satisfaction with instructional services through the virtual environment (i.e., "Overall, I was satisfied with the Catapult Learning Distance Learning services").
- Catapult Learning also provided supports for instructional staff. They hosted a Title I, Part A Professional Development Workshop for one campus within HISD boundaries and offered professional developing coaching to three other campuses.
- At the end of Catapult Learning's service delivery, a satisfaction survey was completed by eight (25.8%) out of 31 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") regarding the likelihood they would recommend Catapult learning services to another other 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.



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Attachment

cc: Grenita Lathan, Rick Cruz, Carla Holmes, Silvia Trinh, Yolanda Rodriguez

Catapult Learning

Improving Student Performance for Over 40 Years

Houston Independent School District
NonPublic Schools
Title I

Program Summary

2019-2020

CONTACT US:
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Catapult Learning

Thank you for choosing Catapult Learning as your provider for educational support services!

Catapult Learning is dedicated to providing education solutions that generate demonstrable academic achievement and better life outcomes for students, regardless of the learning barriers or other challenges they may face. Our team of over 5,000 educators works to achieve sustained academic gains and build teacher and leadership capacity through evidence-based programs that include student instruction and family support services, professional development, special education and alternative education programs. Utilizing a suite of proprietary, research-based programs, Catapult Learning works with students and teachers in public and nonpublic schools throughout the country and around the globe.

We have been pleased to provide you with quality education services during the 2019-2020 school year and look forward to continuing services with you in the years to come. We encourage you to contact your school partnership's representative with comments or concerns:

Contact Name: Randi Jones – 404-734-0026

Instructional services were provided and supported by:

- Sally Paz, *Area Manager*
- Randi Jones, *Regional Director*
- Annette Charles, *Territory Vice President*

Funding for services was provided by:

- *Title I*

Program Success

During the 2019-2020 school year, Catapult Learning provided services to thirty-one schools in the Houston Independent School District, including:

240 services in AchieveLiteracy
98 services in AchieveReading
122 services in Reading Tutoring
380 services in AchieveMath
82 services in Math Tutoring
60 services in Tutoring
21 services in Hebrew
37 services in STEM

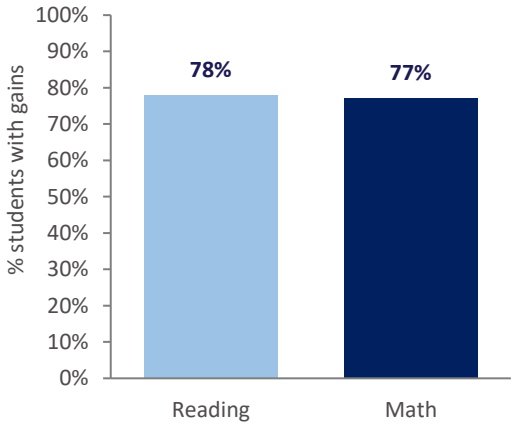
210 services in Virtual Summer

Beginning in April, Catapult Learning provided remote learning instruction in order to continue serving students.

121 services in Distant Learning Reading
283 services in Distant Learning Blended Reading
91 services in Distant Learning Math
210 services in Distant Learning Blended Math
61 services in Distant Learning Tutoring

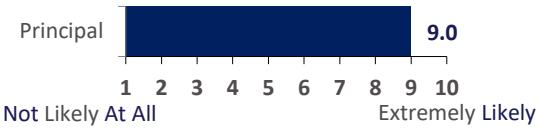
Test Scores

78% of students demonstrated assessment gains in reading and 77% in math. Please note, this table summarizes data on academic gains demonstrated at mid-year rather than end-of-year.



Satisfaction

Principals (n=8) reported likelihood of recommending Catapult Learning services as 9.0 on a 10 point scale. 100% of the respondents were satisfied with Catapult Learning's response to school closures.



Surveys were completed by 20 parents, and 100% agreed that they were satisfied with the in-person Catapult Learning program. Distance learning occurred for 17 of respondents, and 100% agreed they were satisfied with the Catapult Learning Distance program.

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Program Descriptions

Instructional services were provided to 24 schools in the Houston Independent School District. In-person services were delivered 2-4 days 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 30-45 minutes. Remote learning services were delivered 2-4 days a week based on the instructional needs and availability of the students, the request of principals, and district approval. The length of each session was approximately 30 minutes. The program utilized the following instructional designs during the 2019-2020 school year:

AchieveLiteracy K-5

- Brand new intervention program designed to accelerate students' literacy development and instill a passion for learning.
- Includes a library of culturally-relevant and developmentally-appropriate texts designed specifically for intervention.
- Includes Student Resource Books, take-home books, and student manipulatives
- Delivered in a small-group setting (no more than 8:1 student-to-teacher ratio).
- Developed using proven, research-based routines and strategies to accelerate students' literacy achievement.

Our AchieveLiteracy program provides Catapult Learning teachers with proven research-based lessons that include high-quality routines and strategies to increase independence and accelerate literacy learning. Highly-trained intervention teachers create comfortable and supportive learning environments by modeling and encouraging students to use existing knowledge to understand new concepts. Instructional techniques include providing immediate feedback, choosing appropriate independent-reading and instructional texts based on students' needs, differentiating and scaffolding instruction, as well as explicitly teaching critical thinking skills to increase students' self-confidence, independence, and motivation to read, write, listen, and speak.

AchieveReading™ Flex

Designed for learners who have difficulty achieving at grade-level in reading, AchieveReading™ Flex strengthens overall aptitude through skill-based instruction in alphabetics, comprehension, vocabulary, fluency and more. Teachers guide students through carefully scaffolded lessons that include direct instruction, modeling, and guided practice, as well as independent practice and application activities. The program features a variety of age-appropriate fiction and nonfiction texts, student resource books and reading anthologies.

AchieveReading™ Flex draws upon current research indicating that instruction which is systematic (progressive in scope and sequence), intensive, (providing an instructional sequence that includes direct instruction, guided practice and independent practice) and explicit

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(carefully articulated instruction in target skills) is highly effective in addressing the needs of at-risk students who are struggling academically.

AchieveReading™ Flex is based on recent research that is reviewed in the Catapult Learning Research Validation Report. Each lesson includes direct instruction in the areas identified by the National Reading Panel (NRP) as critical to effective reading instruction: phonemic awareness, phonics, fluency,

Writing Components

AchieveReading™ Flex represents an integrated language arts program. It focuses on students' oral and written language skills and engages students in ongoing reading and writing activities. The consumable Student Resource Book is an integral component of the program and includes written activity sheets to reinforce each lesson.

We include four activity sheets with each lesson, one for each strand of reading that is targeted in the program: Phonics/Word Study, Fluency, Comprehension, and Vocabulary.

We provided students with a variety of writing opportunities during each lesson to support their reading-skill acquisition. These activities are based on students' instructional levels and on the reading strand, and include:

- Phonics/Word Study
- Matching, True/False, Fill-ins, Selected Response
- Comprehension
- Graphic Organizers, Short Answer, Extended Response
- Vocabulary
- Matching, Fill-ins, Short Answer, Extended Response

Teachers guided students through these writing activities following a scaffolded, three-day lesson sequence that provides students direct instruction, guided practice, and independent practice activities.

Remote Learning - Reading

- Virtual intervention program designed to further students' literacy skill development and maintain a trajectory of growth in a flexible space
- Includes a digitized library of culturally-relevant and developmentally-appropriate texts designed specifically for intervention.
- Features grade and skill-specific literacy intervention instruction, including reading comprehension, writing and phonics.
- Incorporates lessons that are aligned to Common Core State Standards and specific to the digital space to take advantage of virtual interaction.
- Delivered through a robust online platform with synchronous and engaging interaction, immediate feedback for students and personalized digital instruction.
- Developed using proven, research-based routines and strategies to accelerate students' literacy achievement.

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Our remote learning program for reading adapts and extends our AchieveLiteracy program to the virtual space. Highly-trained intervention teachers implement research-based lessons featuring all the necessary facets of effective instruction: modeling concepts, activating existing student knowledge and gradually releasing responsibility to students as they grow and develop their skills in reading, writing and phonics. The remote learning program also features a broad range of informational and fictional texts tailored to individual grade levels and prioritized skills necessary for intervention students. Students develop these skills on a synchronous instructional platform, enabling teachers to provide immediate, interactive and differentiated instruction, as well as to encourage active participation and engagement for students participating from home.

AchieveMath ™

- Designed to increase struggling students' math skills, number sense, and math fluency.
- Delivered in a small group setting, with no more than an 8:1 student-to-teacher ratio, using proven, research-based math instruction.
- Includes a significant amount of grade-level appropriate manipulatives.
- Correlated to NCTM Standards, and draws upon findings of the National Research Council and the National Math Panel.

AchieveMath provides systematic and explicit instruction to improve students' math skills, math literacy, and confidence. The program assists students in transferring and 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.

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AchieveMath Remote Learning

- Designed to increase struggling students' math skills, number sense, and math fluency.
- Delivered virtually by a Catapult teacher and includes a student-facing PowerPoint with interactive, age-appropriate activities.
- Each session includes a Problem of the Day, which uses math models to solve real-world problems; a Fluency Practice, which allows students to improve their number sense and knowledge of basic math facts; and a Math Game, which includes imbedded instruction on the most important math concepts at each grade level.
- Follows the Common Core Learning Standards and the recommendations for best practices in the RTI math instruction from the Institute Education Sciences in partnership with the What Works Clearinghouse.

AchieveMath Remote Learning uses research-based best practices in math instruction to improve students' math fluency, procedural understanding, and conceptual knowledge. Lessons are predictably structured to allow students to practice the most important grade-level concepts through real-world contexts and engaging math games. Visual models are clearly explained by teachers, who guide students through instruction in numeracy, operations, and algebraic thinking. Students receive the targeted instruction they need through small group virtual instruction that is rigorous, engaging, and fun.

Self-Study with Teacher Check In

- Designed to meet the needs of students with minimal access to technology.
- Includes a grade-level curriculum in both literacy and math designed to support higher levels of independent learning.
- Delivered in an individualized or small group setting via telephone or conference call.
- Designed to provide specialized and personalized support to each student based on their unique learning needs in a remote learning setting.

Our Self-Study with Teacher Check-In remote learning model provides students and families with personalized instruction and support. Our approach provides each student with a targeted learning plan engaging both students and families to reinforce the critical literacy and math skills necessary to sustain student progress during remote learning. Self-study teachers utilize a variety of scaffolding, questioning, and differentiation strategies to engage students while deepening existing skills and strategies to minimize learning loss.

ACT Prep

The ACT Prep program was held at Incarnate Word Academy. The focus is placed on preparing students to take the ACT. Instructional focus was on mathematics and language arts including practice test sessions.

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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 and Third-Party Assessments
- Grade-Appropriate, High Interest Texts developed specifically for intervention (AchieveLiteracy)
- Highly Respected, High Interest Trade Books (AchieveReading)
- Structured Phonics Lessons and Manipulatives
- Systematic and Explicit Literacy Instruction, including Writing
- Explicit and Systematic Math Lessons
- Manipulatives (Math)

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Overview of Services

Catapult Learning provided 1044 instructional in-person services to 672 students during the 2019-2020 school year and 210 instructional virtual services during the 2020 summer program.

School	Literacy	Reading	Tutoring Reading	Math	Tutoring Math
Al- Hadi	7	3	6	6	--
Assumption Catholic School	10	5	--	13	--
Beren Academy	6	--	--	6	--
Beth Yeshurun	--	--	--	14	--
Chinquapin Preparatory Academy	--	--	8	--	12
Corpus Christi Catholic School	1	2	4	6	3
Cristo Rey Jesuit Academy	--	--	18	--	18
Holy Ghost Catholic School	7	1	7	8	4
Incarnate Word Academy	--	--	--	--	--
Muhammed University of Islam	1	2	1	3	4
Our Lady of Guadalupe Catholic School	15	6	20	24	--
Our Lady of Mt Carmel Catholic School	7	11	--	19	--
Our Redeemer Lutheran	--	3	--	5	--
Pilgrim Lutheran	10	--	--	12	--
Queen of Peace Catholic School	7	13	6	18	5
Resurrection Catholic School	15	5	7	21	1
San Francisco Nativity Academy	14	3	19	21	19
Shlenker	25	--	--	33	--
St Ambrose	8	2	--	10	--
St Anne	--	--	1	7	1
St Augustine Catholic School	8	3	--	11	--
St Christopher Catholic School	23	3	--	22	--
St Francis de Sales Catholic School	3	5	--	6	--
St Francis of Assisi Catholic School	5	1	--	7	--
St Mary of the Purification Montessori School	3	1	--	5	--
St Pius X High School	--	--	--	7	1
St Rose of Lima Catholic School	19	2	17	15	10
St Theresa Catholic School	16	--	--	13	--
St Thomas More Catholic School	4	12	--	28	--
Torah Day	7	6	--	14	--
Yeshiva Torat Emet	19	9	8	26	4
TOTAL	**240**	**98**	122	**380**	**82**

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School	Tutoring	Hebrew	STEM	Total Number of Services
Al- Hadi	--	--	--	22
Assumption Catholic School	--	--	--	28
Beren Academy	18	18	--	48
Beth Yeshurun	--	--	--	14
Chinquapin Preparatory Academy	--	--	--	20
Corpus Christi Catholic School	--	--	--	16
Cristo Rey Jesuit Academy	18	--	--	54
Holy Ghost Catholic School	--	--	--	27
Incarnate Word Academy	11	--	--	11
Muhammed University of Islam	--	--	--	11
Our Lady of Guadalupe Catholic School	--	--	--	65
Our Lady of Mt Carmel Catholic School	--	--	--	37
Our Redeemer Lutheran	--	--	--	8
Pilgrim Lutheran	--	--	--	22
Queen of Peace Catholic School	--	--	--	49
Resurrection Catholic School	--	--	--	49
San Francisco Nativity Academy	--	--	--	76
Shlenker	--	--	--	58
St Ambrose	--	--	24	44
St Anne	--	--	--	9
St Augustine Catholic School	--	--	--	22
St Christopher Catholic School	--	--	--	48
St Francis de Sales Catholic School	13	--	13	40
St Francis of Assisi Catholic School	--	--	--	13
St Mary of the Purification Montessori School	--	--	--	9
St Pius X High School	--	--	--	8
St Rose of Lima Catholic School	--	--	--	63
St Theresa Catholic School	--	--	--	29
St Thomas More Catholic School	--	--	--	44
Torah Day	--	3	--	30
Yeshiva Torat Emet	--	--	--	66
TOTAL	**60**	**21**	**37**	**1040**

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School	Summer Services
Houston Virtual School	**210**

Grade	Literacy	Reading	Tutoring Reading	Math	Tutoring Math
PreK	1	23	--	22	--
K	46	1	14	41	9
1	48	--	30	43	16
2	48	--	13	53	5
3	38	--	13	40	4
4	29	--	7	38	6
5	27	--	8	42	6
6	3	23	8	34	7
7	--	37	8	42	4
8	--	14	3	18	4
9	--	--	10	4	11
10	--	--	3	--	4
11	--	--	3	1	4
12	--	--	2	2	2
TOTAL	**240**	**98**	**122**	**380**	**82**

Grade	Tutoring	Hebrew	STEM	Total Number of Services
PreK	--	--	--	46
K	--	2	--	113
1	1	1	1	140
2	9	5	2	135
3	6	6	2	109
4	6	6	5	97
5	--	1	19	103
6	2	--	1	78
7	4	--	4	99
8	3	--	3	45
9	19	--	--	44
10	5	--	--	12
11	3	--	--	11
12	2	--	--	8
TOTAL	**60**	**21**	**37**	**1040**

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Grade	Summer Services
PreK	10
K	27
1	35
2	25
3	19
4	27
5	20
6	19
7	22
8	2
9	4
TOTAL	**210**

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Catapult Learning provided 766 instructional remote learning services to students during the 2019-2020 school year.

School	Distance Learning Reading	Distance Learning Blended Reading	Distance Learning Math	Distance Learning Blended Math	Distance Learning Tutoring	TOTAL
Al- Hadi	8	10	1	10	1	30
Beth Yeshurun	--	--	3	4	3	10
Chinquapin Preparatory Academy	3	4	1	2	5	15
Corpus Christi Catholic School	3	3	2	3	7	18
Incarnate Word Academy	--	--	--	--	2	2
Muhammed University of Islam	2	--	1	--	4	7
Our Lady of Guadalupe Catholic School	10	31	10	31	--	82
Pilgrim Lutheran	--	13	--	13	--	26
Queen of Peace Catholic School	--	19	--	19	--	38
Resurrection Catholic School	5	16	3	4	--	28
San Francisco Nativity Academy	22	--	22		3	47
Shlenker	1	39	6	22	3	71
St Ambrose	--	15	--	1	1	17
St Augustine Catholic School	6	10	7	10	--	33
St Christopher Catholic School	18	30	12	30	--	90
St Francis de Sales Catholic School	4	13	7	13	--	37
St Francis of Assisi Catholic School	--	8	--	1	--	9
St Pius X High School	--	--	1	--	1	2
St Rose of Lima Catholic School	--	--	--	--	--	0
St Theresa Catholic School	--	--	--	--	--	0
St Thomas More Catholic School	14	29	15	29	13	100
Torah Day	12	13	--	13	--	38
Yeshiva Torat Emet	13	30	--	5	18	66
TOTAL	**121**	**283**	**91**	**210**	**61**	**766**

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Grade	Distance Learning Reading	Distance Learning Blended Reading	Distance Learning Math	Distance Learning Blended Math	Distance Learning Tutoring	TOTAL
PreK	12	14	8	10	2	46
K	15	22	15	13	3	68
1	22	30	16	20	11	99
2	20	43	12	36	4	115
3	12	37	10	27	5	91
4	9	32	7	21	8	77
5	6	28	5	22	5	66
6	10	26	8	18	8	70
7	13	37	7	31	8	96
8	2	14	2	12	4	34
9	--	--	1	--	2	3
10	--	--	--	--	1	1
TOTAL	**121**	**283**	**91**	**210**	**61**	**766**

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Student Demographics

Grade & Gender

The table below summarizes the gender of students, by grade level, 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
K	10	16	26	38%	62%
1	21	30	51	41%	59%
2	35	32	67	52%	48%
3	55	40	95	58%	42%
4	45	34	79	57%	43%
5	54	31	85	64%	36%
6	31	39	70	44%	56%
7	24	22	46	52%	48%
8	24	32	56	43%	57%
9	7	20	27	26%	74%
10	23	9	32	72%	28%
11	7	2	9	78%	22%
12	19	4	23	83%	17%
TOTAL	**361**	**311**	**672**	**54%**	**46%**

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Instructional Sessions

Reading

Instructional Sessions	# of Students	% of Students
1 - 9 Sessions	35	10.4%
10 - 19 Sessions	70	20.7%
20 - 29 Sessions	99	29.3%
30 - 39 Sessions	97	28.7%
40+ Sessions	37	10.9%
TOTAL	**338**	**100%**

Math

Instructional Sessions	# of Students	% of Students
1 - 9 Sessions	42	11.1%
10 - 19 Sessions	94	24.7%
20 - 29 Sessions	94	24.7%
30 - 39 Sessions	110	28.9%
40+ Sessions	40	10.5%
TOTAL	**380**	**100%**

Instructional Sessions – Summer

Following school building closures, students in the Catapult Learning program attended instructional sessions offered remotely for the summer program.

Remote Sessions	# of Students	% of Students
1 - 4 Sessions	105	50.0%
5 - 9 Sessions	72	34.3%
10 - 14 Sessions	24	11.4%
15 - 19 Sessions	9	4.3%
TOTAL	**210**	**100%**

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Instructional Sessions – Remote Learning

Following school building closures, students in the Catapult Learning program attended instructional sessions offered remotely for the remainder of the school year.

Reading

Remote Sessions	# of Students	% of Students
1 - 4 Sessions	261	80.3%
5 - 9 Sessions	42	12.9%
10 - 14 Sessions	12	3.7%
15 - 19 Sessions	3	0.9%
20+ Sessions	7	2.2%
TOTAL	**325**	**100%**

Math

Remote Sessions	# of Students	% of Students
1 - 4 Sessions	202	84.2%
5 - 9 Sessions	27	11.3%
10 - 14 Sessions	6	2.5%
15 - 19 Sessions	3	1.3%
20+ Sessions	2	0.8%
TOTAL	**240**	**100%**

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Program Timeline

	Events:	Date(s) of Occurrence:
START UP	Catapult Learning Opening Staff Meeting/ Pre-service Training	August 2019
	Continuing Staff Training	September, October, December 2019 & February, May 2020
	Catapult Learning Parent Orientation Meeting	September-November 2019
EDUCATION QUALITY	Fall Teacher Conferences	At the beginning of services
	Formal Lesson Observations	Fall 2019
	School Visits	Weekly
	Formal Principal Meetings	Ongoing
INSTRUCTION	Services Begin for Students	September 2019
	Pretests Administered	Fall 2018
	Progress Reports distributed to parents	November 2019 and February 2020
	Parent Involvement Workshops	June 2020
	Mid-year Tests Administered	January 2020
	Services End for Students	March 2020
	Remote Learning Services Begin for Students	April 2020
	Remote Learning Services End for Students	April 2020

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Achievement Results

Catapult Learning measures student performance by comparing pretest and the latest test score on standardized assessments for enrolled students meeting the following criteria: 1) attended 10 or more instructional sessions, either in person and/or remote and 2) possessed pretest and at least one additional benchmark score from the same assessment:

Test used	Cycle of testing	Grades tested	Number of students included	
			Reading	Math
iReady	Fall-Winter	K—8	198	212
Skills Assessment	Fall-Winter	PreK	6	6
TOTAL			**204**	**218**

Procedure

To examine program effectiveness, student assessment gains between pretest and the latest test score are reported. Individual test scores were converted from raw scores to scaled scores to determine an average score using the iReady. Scaled scores place all individual test scores onto a consistent scale and are made available by the assessment provider. They account for variation in test difficulty, and allow for a single continuum of scores so that educators can compare scores across grade levels. With scaled scores, younger students will often have lower scaled score averages than older students by design. When comparing scaled score averages by school or student subgroup, be sure to note student grade levels as well. For students taking the Skills Assessment, scores are based on the percent of items answered correctly at pretest and posttest.

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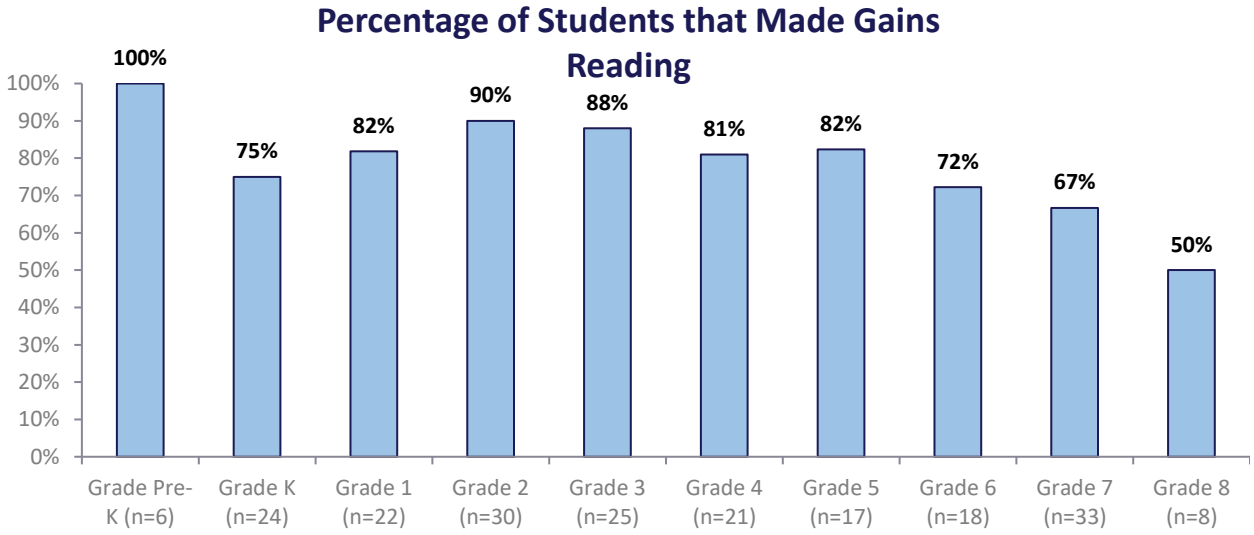
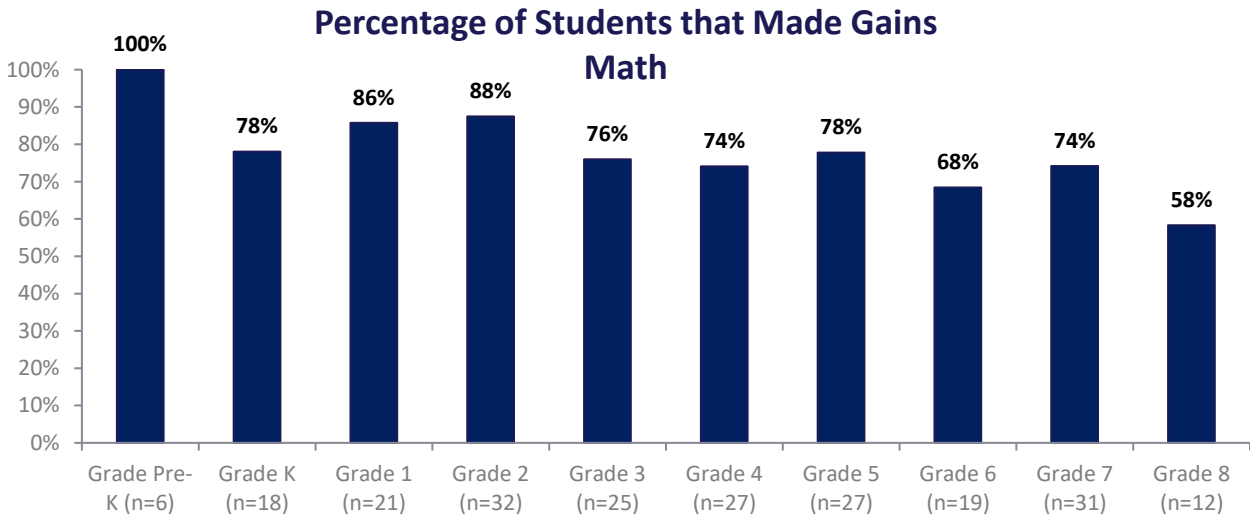
Student Gains

In reading, 78% of students showed gains between pretest and the latest test. In math, 77% of students showed gains between pretest and the latest test.





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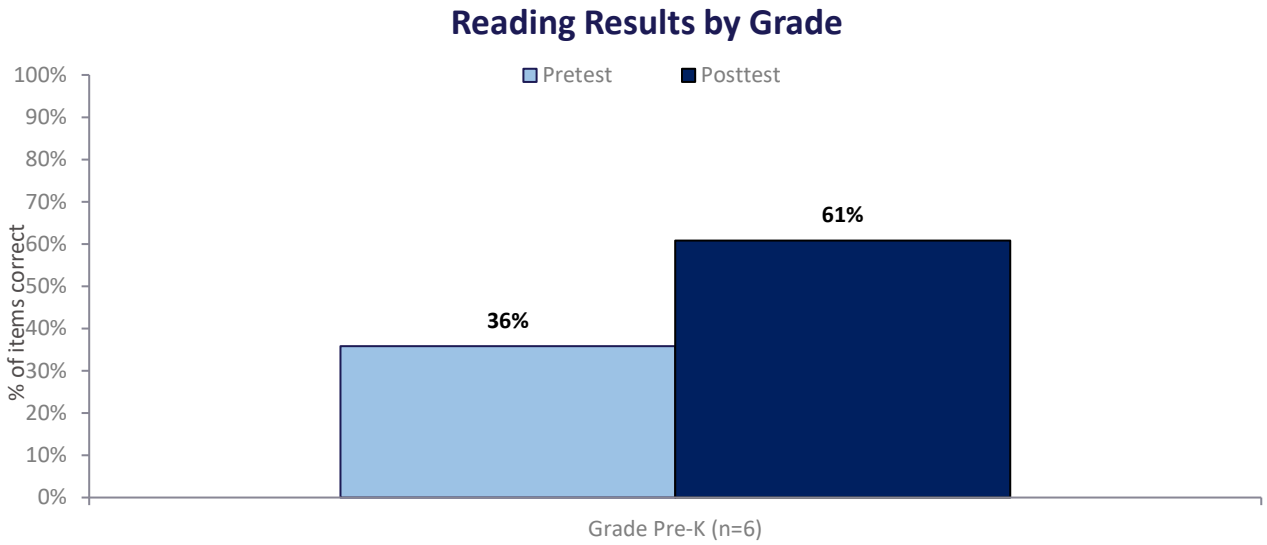
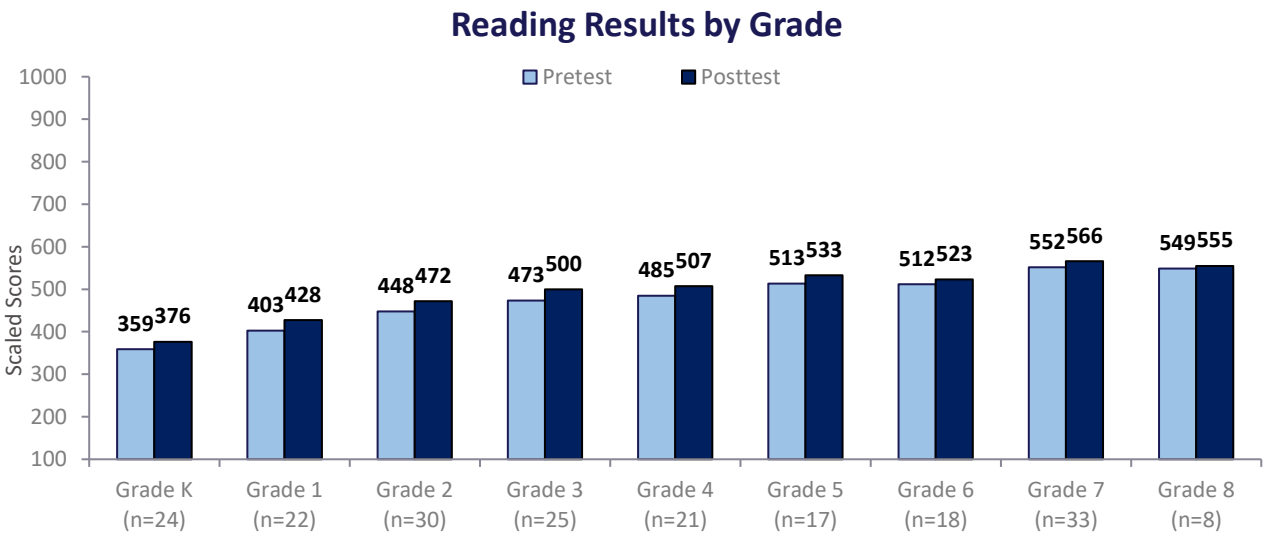
Reading – Skills Assessment

In reading (n= 6), students moved from scoring an average of 36% on pretest to 61% on the latest test. The difference between the average pretest and latest test scores in reading was 25 percentage points.



Reading – iReady

In reading (n = 198), the difference between the average pre- and latest-test scores was 19.7 points.



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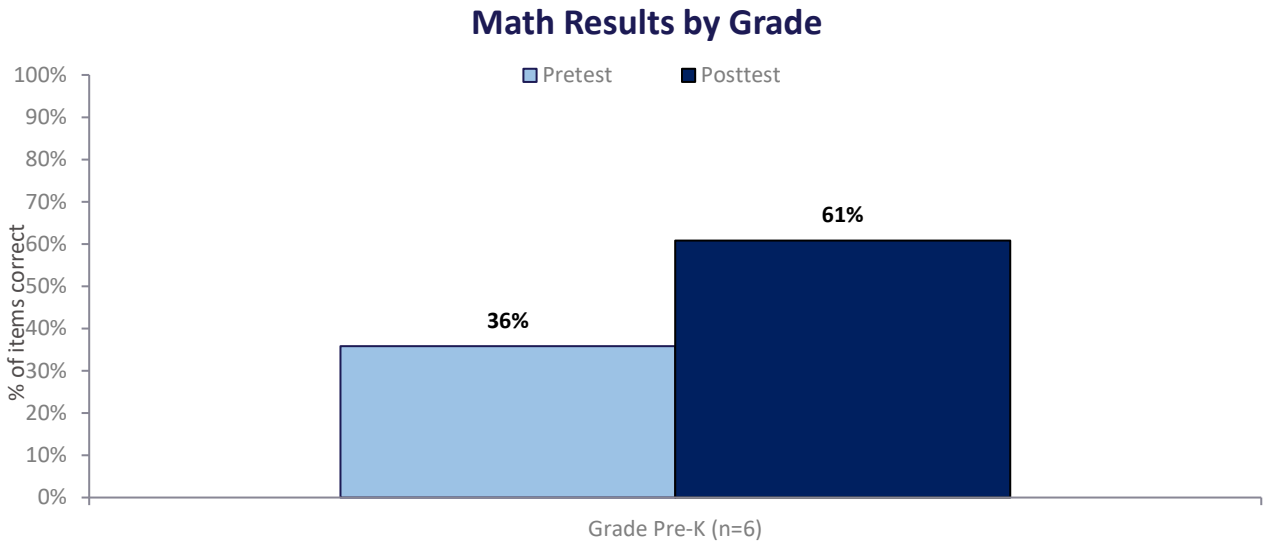
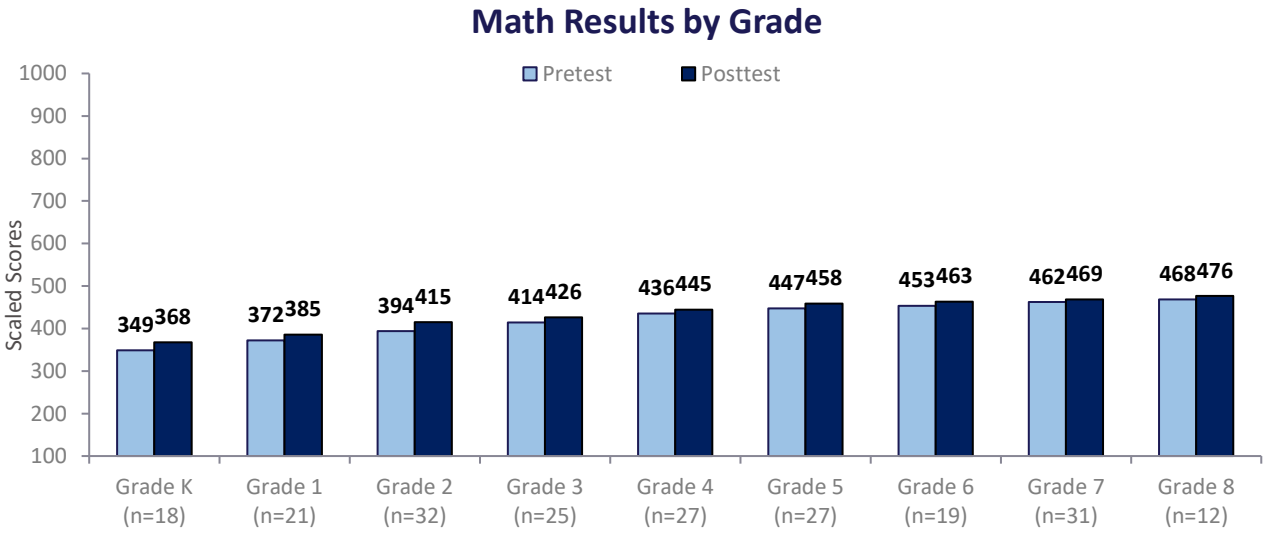
Math – Skills Assessment

In math (n= 6), students moved from scoring an average of 36% on pretest to 61% on the latest test. The difference between the average pre- and latest-test scores in math was 29 percentage points.



Math - iReady

In math (n = 212), the difference between the average pre- and latest-test scores was 12.4 points.



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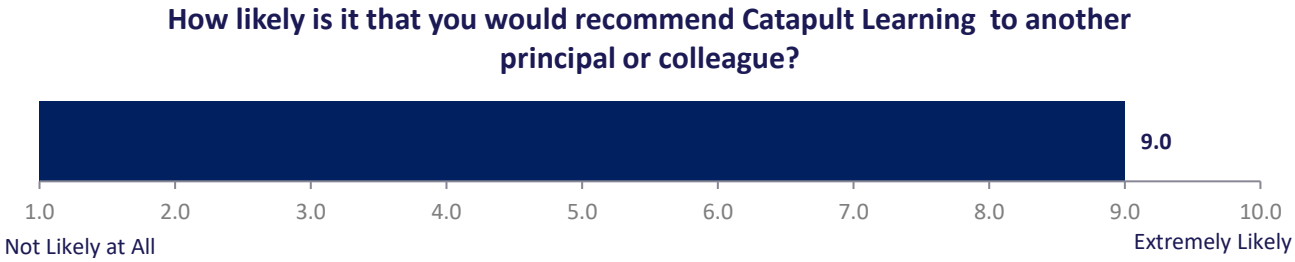
Satisfaction Surveys

Satisfaction survey results were gathered 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 with Catapult Learning's Customer First survey. Respondents were to consider all services provided when completing the survey. Surveys were completed by eight 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 9.0.



100% of respondents were satisfied with Catapult Learning's response to school closures out of the eight that responded.

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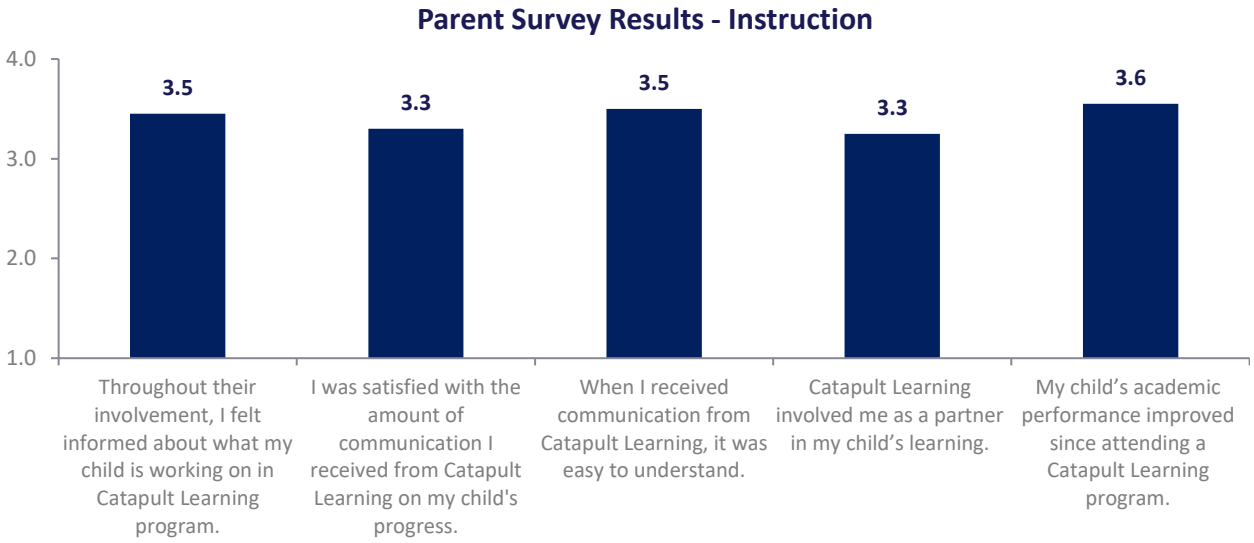
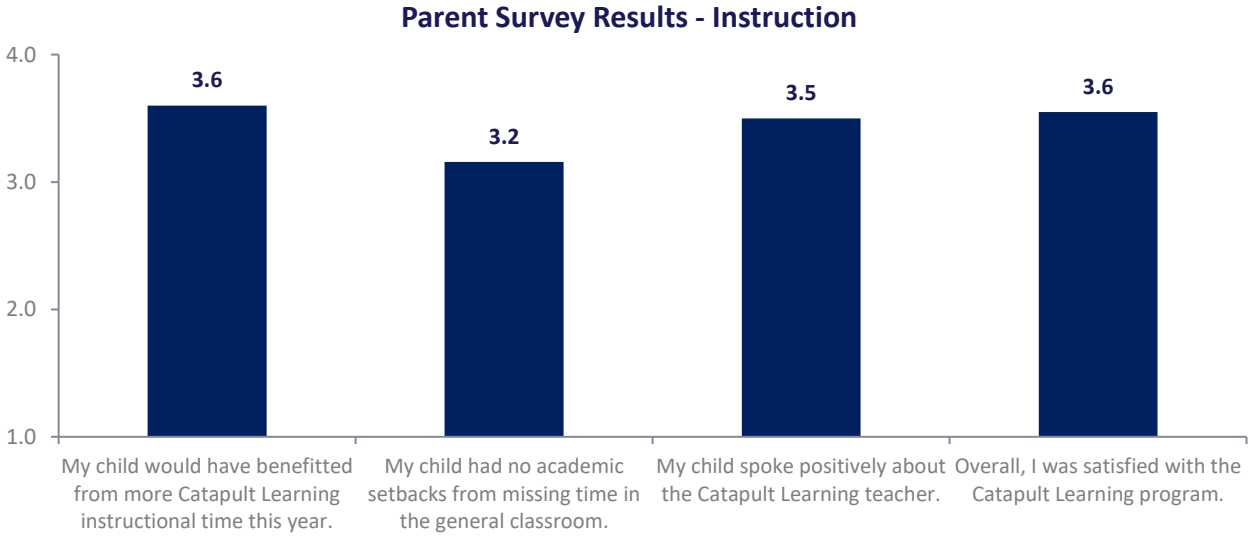
Parent Surveys

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 1 to 4 scale with 4 indicating "Completely Agree" and 1 indicating "Completely Disagree." In addition, comments and suggestions were collected.

Surveys were completed by 20 parents of students who received instructional services.





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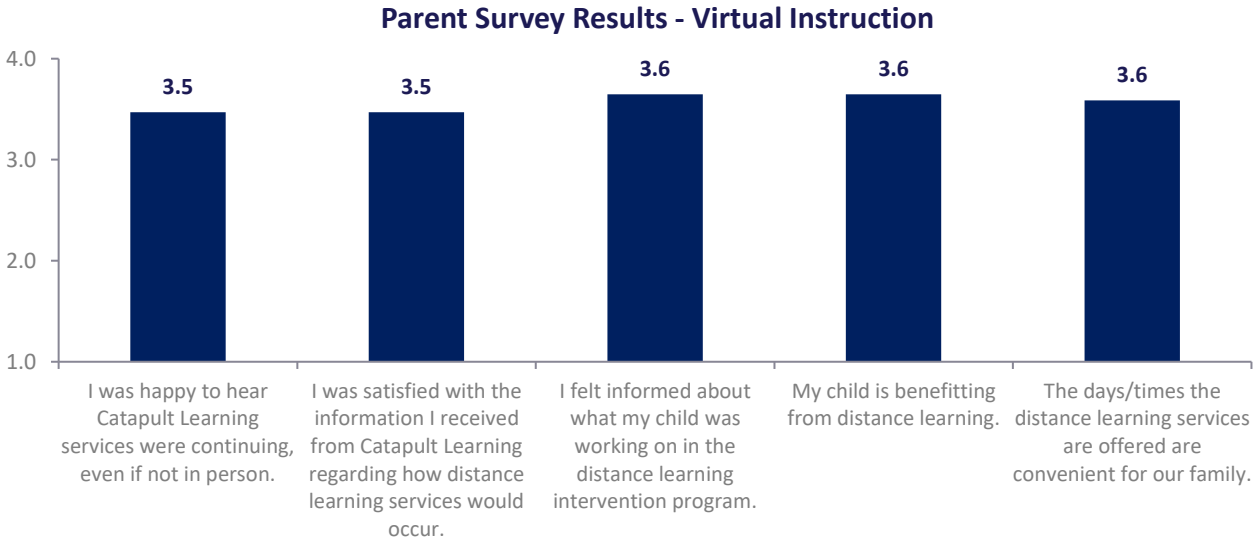
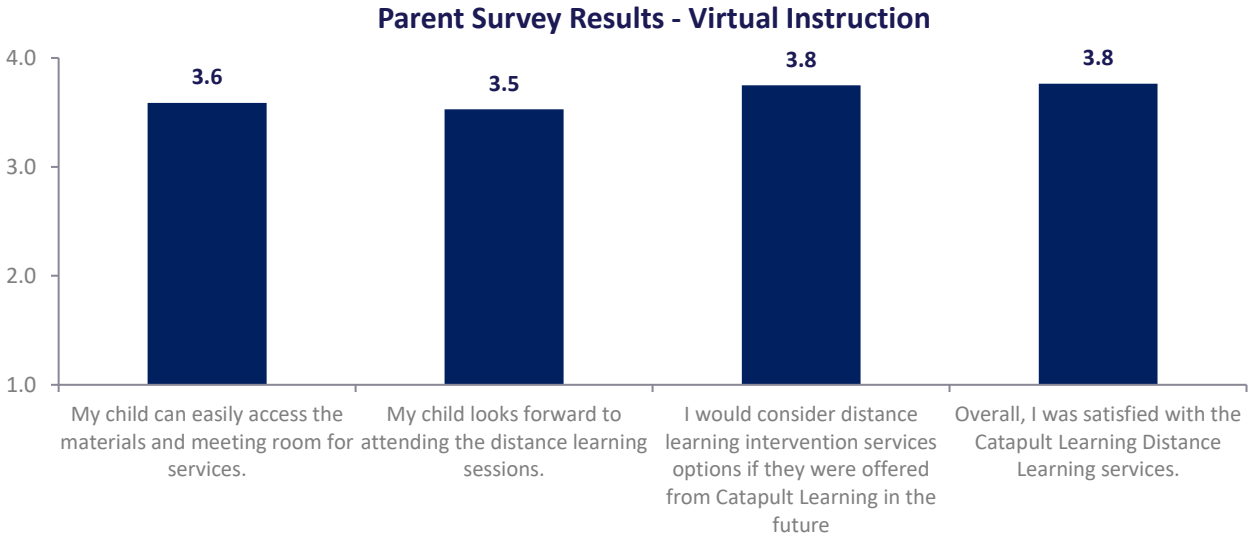
Parent Surveys – Remote Learning

Surveys were completed by 17 parents of students who received instructional services through virtual learning.





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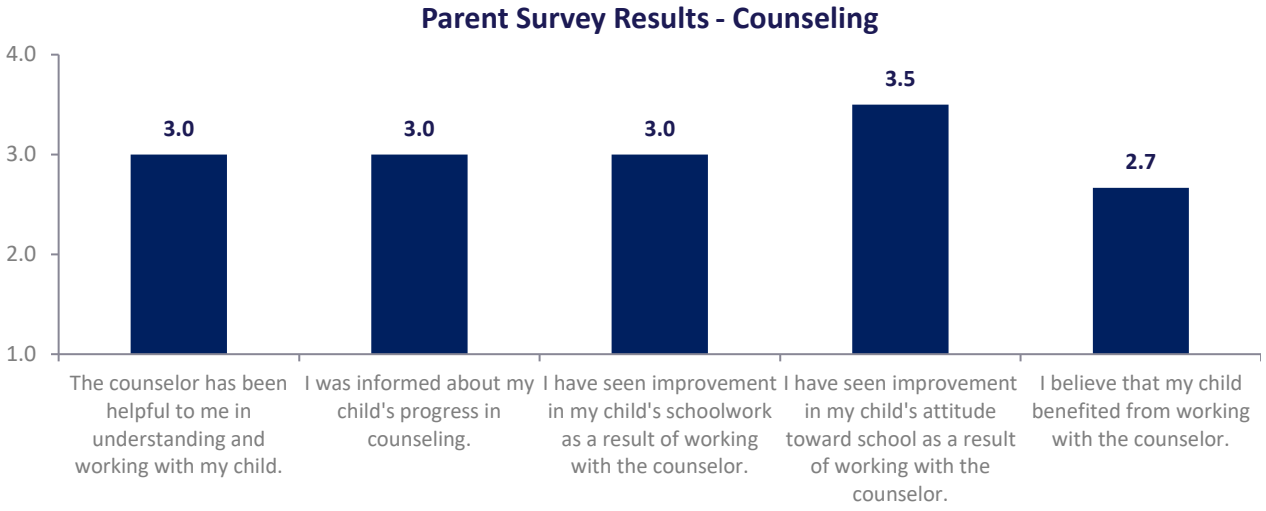
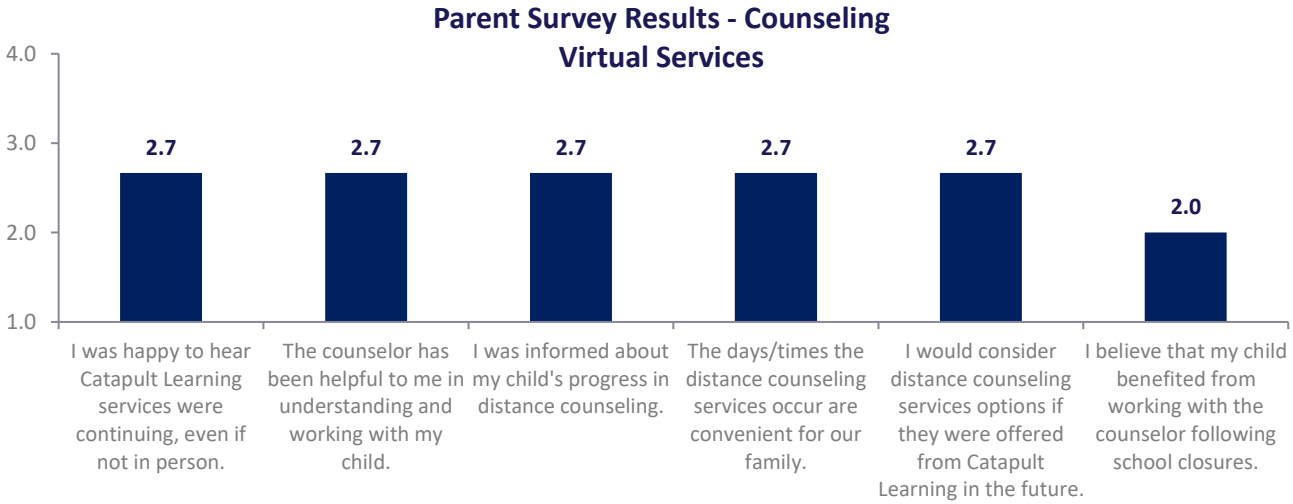
Specialized Services Satisfaction Surveys

Counseling Parent Surveys

In the spring, surveys were sent home to parents of all students participating in the counseling. Parents were asked to indicate their level of agreement to a series of statements using a 1 to 4 scale with 4 being “Completely Agree” and 1 being “Completely Disagree.” In addition, comments and suggestions were sought.

For counseling, surveys were completed by three parents with students receiving in-person services and receiving remote services.





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Professional Development – Title I A

Catapult Learning provided Title I A Professional Development services to Houston Independent School District during the 2019-2020 school year.

School	PD Workshops	PD Coaching
Pilgrim Lutheran School		✓
St. Rose of Lima Catholic School		✓
St. Thomas More Parish School		✓
Al-Hadi School for Accelerated Learning	✓	

Professional Development Workshops

Catapult Learning hosts capacity-building Workshops that are designed to arm educators with tools and techniques to help drive student achievement. Workshops can be held over a half day, full day, or as a multi-day Institute covering multiple topics. All workshops are delivered by highly trained experts and each workshop 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 Workshops

Professional Development Title I A Workshop services were provided to 1 school in the Houston Independent School District. The following Professional Development Workshop was provided as part of the Catapult Learning program:

Date	Campus	Seminar Title
03/02/20	Al-Hadi School of Accelerated Learning	Blooms Taxonomy & Crafting of Learning Objectives

Professional Development Workshop Evaluations

Evaluations were completed by workshop participants, with participants rating the overall event as 3.0 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. A summary of workshop evaluation responses can be found in Appendix C.

Professional Development services were provided and supported by:

- Brian Brown, *Professional Development Manager*
- Randi Lawrence Jones, *Regional Director*
- Annette Charles, *Territory Vice President*

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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.

- Sixty- eight parents attended an Annual Title I Meeting, held on between September and November of 2019.
    - Parents met Catapult Learning staff, viewed the classroom, and received information about the Catapult Learning program.
- Progress reports were sent to parents at least two times throughout the program, in November and February .
- Parents received newsletters and other helpful materials on a regular basis. Appendix D includes sample Parent Involvement Materials.
- During the month of June, six parent involvement virtual sessions were offered. Parents were invited to participate in activities that celebrate and reinforce student learning and achievement at home. Parents were also encouraged to work with their child at home over the summer and were provided STEM activity bags to assist in the process.
- Over 700 summer reading or activity bags were ordered and delivered directly to students at their homes during the summer. The reading bags motivate students to read for pleasure while building their literacy and comprehension skills. Topics included
    - *Financial Literacy*
    - *Exploration of different genres*
    - *Becoming a Wild Animal Expert*
    - *Amazing Kids Around the World*

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
Our Redeemer Title 1 Parent Meeting	5	Danielle Brush
Yeshiva Torat Emet	3	Phyllis Bargrasser
Our Lady of Guadalupe	7	Sharon McKenzie
Queen of Peace	14	Tami Ledbetter
St. Thomas More	5	Martha Downs
Shlenker	5	Lesley Robbins
St. Theresa	9	Sherry Miller
St. Ambrose	3	Marsha Savoie
St. Rose of Lima	5	Stacy Brown
Corpus Christi	2	Carrie Garrett
Robert Beren Academy	6	Shirley Johnson

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Parent Involvement Workshop Title	Number of Attendees:	Presenter
St. Anne	2	Amanda Ware
Pilgrim	2	Blendi Garcia
Organizing Virtual Learning in your Home	1	Avery Schena
Motivating your Child	1	Avery Schena
Motivating your Child	1	Avery Schena
Making the Most of Summer 2020	28	Avery Schena

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Specialized Services: Overview of Services

Catapult Learning provided 177 services through Title I funding and 530 services through Title IV funding to students during the 2019-2020 school year.

Title I

School	Consultation	Individual Counseling	Group Counseling	Total Services Provided
Beren Academy	--	6	--	6
Corpus Christi Catholic School	3	2	--	5
St Ambrose	97	3	10	110
St Rose of Lima Catholic School	35	4	9	48
Torah Day	--	8	--	8
TOTAL	**135**	**23**	**19**	**177**

Title IV

School	Consultation	Individual Counseling	Group Counseling	Total Services Provided
Corpus Christi Catholic School	75	5	9	89
St Ambrose	74	13	3	90
St Rose of Lima Catholic School	326	5	20	351
TOTAL	**475**	**23**	**32**	**530**

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Specialized Services: Program Timeline

Events:		Date(s) of Occurrence:
START UP	Catapult Learning Opening Meeting/ Pre-service Training	August 2019
	Continuing Staff Training	September, October 2019 and February 2020
COUNSELING	Counseling Services Begin for Students	September 2019
	Services End for Regular School Year Students	March 2020
	Second Step Service for Summer Program	June 2020

Specialized Services: Description of Services

Academic Counseling

While students' needs are becoming increasingly complex, school counseling services are frequently unavailable. Parent expectations are high and resources can't always keep pace.

Catapult Learning's credentialed, committed, master's level counselors supplement school counseling staff or provide turnkey counseling for students or groups of students who need extra support for behavioral, academic, social, and emotional problems.

Catapult Learning provides support for students as well as parents and teachers when appropriate.

- Individual counseling
- Group counseling
- Consultation with teachers and parents
- Referral to community resource services
- Liaison and advocacy with community resources
- Developmental guidance services
- Vocational and college guidance services

Academic Counseling services were provided to schools in the Houston Independent School District with Title I and Title IV funds.

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Specialized Services: Parent Involvement

Parental interaction was a very important component of the counseling program. Throughout the program, several parent involvement opportunities were available to engage parents in student learning. Parent involvement activities included:

- Face-to-face or phone conferences were held with parents throughout the Family Connections and counseling programs.

Services were provided by:

- Sally Paz, *Area Manager*
- Randi Jones, *Regional Director*
- Annette Charles, *Territory Vice President*

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Program Highlights and Recommendations for Improvement

In 2019-2020 we started off strong with the addition of I-Ready testing as the new diagnostic measurement for all schools. This new instrument provided the Catapult teachers with a wealth of student specific data to guide their instruction. The addition of student data chats and increased instructional coaching visits led to a greater impact on student growth. The pandemic brought unexpected challenges as we shifted to remote learning in two weeks but were able to service in a variety of ways to meet the needs of the schools and students.

The Catapult team found the HISD survey's that were given at the beginning of the year and the end of year very beneficial in receiving feedback. Results were also shared with the intervention teams. We look forward to improving on those ratings moving forward. With the addition of a more robust team this year, we plan to partner even more closely on behalf of schools to provide strategic programming that will include counseling, push-in services, parent workshop options and coaching for campus teachers of Title I students.

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Appendix A

Achievement Test Results

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Catapult Learning | Houston Independent School District
Program Summary, by school
2019-2020

Reading
Skills Assessment

School Name	Student Count	Average Pretest Score	Average Latest Test Score	Score Difference	Percent of Students Who Gained
St Thomas More Catholic School	5	38%	67%	29%	100%
Yeshiva Torat Emet	1	25%	30%	5%	100%
TOTAL	**6**	**36%**	**61%**	**25%**	**100%**

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Catapult Learning | Houston Independent School District
Program Summary, by school
2019-2020

Reading
iReady

School Name	Student Count	Average Pretest Score	Average Latest Test Score	Score Difference	Percent of Students Who Gained
Al- Hadi	9	466.1	478.4	12.3	67%
Assumption Catholic School	14	480.9	484.6	3.6	57%
Corpus Christi Catholic School	2	606.5	615.0	8.5	100%
Holy Ghost Catholic School	8	441.4	493.8	52.4	100%
Our Lady of Guadalupe Catholic School	12	485.7	502.4	16.8	75%
Our Lady of Mt Carmel Catholic School	11	442.3	462.7	20.5	82%
Our Redeemer Lutheran	3	465.7	472.7	7.0	33%
Pilgrim Lutheran	9	443.4	468.1	24.7	78%
Queen of Peace Catholic School	18	524.3	542.6	18.3	61%
Resurrection Catholic School	10	459.7	482.2	22.5	80%
Shlenker	19	426.8	456.8	30.0	95%
St Ambrose	10	457.1	466.3	9.2	70%
St Augustine Catholic School	9	468.4	498.7	30.2	89%
St Francis de Sales Catholic School	4	579.5	599.8	20.3	75%
St Francis of Assisi Catholic School	6	472.5	495.5	23.0	100%
St Mary of the Purification Montessori School	4	527.3	532.5	5.3	50%
St Rose of Lima Catholic School	9	508.1	528.7	20.6	89%
St Theresa Catholic School	16	441.3	463.2	21.9	88%
St Thomas More Catholic School	10	503.9	526.2	22.3	90%
Yeshiva Torat Emet	15	455.3	464.5	9.2	73%
TOTAL	**198**	**472.0**	**491.6**	**19.7**	**78%**

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Catapult Learning | Houston Independent School District
Program Summary, by school
2019-2020

Math
Skills Assessment

School Name	Student Count	Average Pretest Score	Average Latest Test Score	Average Score Difference	Percent of Students Who Gained
St Thomas More Catholic School	5	32%	64%	33%	100%
Yeshiva Torat Emet	1	42%	50%	8%	100%
TOTAL	**6**	**33%**	**62%**	**28%**	**100%**

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Catapult Learning | Houston Independent School District
Program Summary, by school
2019-2020

Math
iReady

School Name	Student Count	Average Pretest Score	Average Latest Test Score	Average Score Difference	Percent of Students Who Gained
Al- Hadi	6	407.2	437.5	30.3	83%
Assumption Catholic School	12	426.8	434.8	7.9	50%
Beth Yeshurun	4	411.8	425.5	13.8	100%
Corpus Christi Catholic School	4	455.0	465.0	10.0	100%
Holy Ghost Catholic School	8	411.5	430.1	18.6	88%
Our Lady of Mt Carmel Catholic School	11	408.0	414.3	6.3	64%
Our Redeemer Lutheran	5	446.4	443.6	-2.8	40%
Pilgrim Lutheran	11	399.1	427.3	28.2	82%
Queen of Peace Catholic School	15	450.5	465.5	14.9	80%
Resurrection Catholic School	16	421.8	426.8	5.1	50%
Shlenker	26	405.2	422.0	16.8	85%
St Ambrose	7	396.1	400.7	4.6	71%
St Anne	5	464.6	477.2	12.6	100%
St Augustine Catholic School	5	419.0	418.4	-0.6	80%
St Francis de Sales Catholic School	3	462.7	463.3	0.7	67%
St Francis of Assisi Catholic School	5	438.8	453.6	14.8	80%
St Mary of the Purification Montessori School	5	422.8	425.8	3.0	80%
St Rose of Lima Catholic School	14	413.3	416.8	3.5	57%
St Theresa Catholic School	12	414.0	438.3	24.3	100%
St Thomas More Catholic School	21	442.1	459.3	17.2	90%
Yeshiva Torat Emet	17	414.5	421.9	7.4	82%
TOTAL	**212**	**421.9**	**434.4**	**12.4**	**77%**

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Catapult Learning | Houston Independent School District
Program Summary, by grade
2019-2020

Reading
Skills Assessment

Grade	Student Count	Average Pretest Score	Average Latest Test Score	Score Difference	Percent of Students Who Gained
Pre-K	6	36%	61%	25%	100%

Catapult Learning | Houston Independent School District
Program Summary, by grade
2019-2020

Reading
iReady

Grade	Student Count	Average Pretest Score	Average Latest Test Score	Score Difference	Percent of Students Who Gained
K	24	359.1	376.4	17.3	75%
1	22	402.6	427.6	25.0	82%
2	30	447.9	471.6	23.7	90%
3	25	473.0	499.7	26.7	88%
4	21	484.8	507.4	22.6	81%
5	17	513.4	533.1	19.8	82%
6	18	511.7	523.1	11.4	72%
7	33	551.5	566.2	14.6	67%
8	8	548.8	554.9	6.1	50%
TOTAL	**198**	**472.0**	**491.6**	**19.7**	**78%**

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Catapult Learning | Houston Independent School District
Program Summary, by grade
2019-2020

Math
Skills Assessment

Grade	Student Count	Average Pretest Score	Average Latest Test Score	Score Difference	Percent of Students Who Gained
Pre-K	6	0.3	0.6	0.3	100%

Catapult Learning | Houston Independent School District
Program Summary, by grade
2019-2020

Math
iReady

Grade	Student Count	Average Pretest Score	Average Latest Test Score	Score Difference	Percent of Students Who Gained
K	18	348.5	367.7	19.2	78%
1	21	371.9	385.4	13.5	86%
2	32	393.8	415.2	21.4	88%
3	25	414.2	426.4	12.2	76%
4	27	435.6	444.5	8.9	74%
5	27	447.5	458.4	11.0	78%
6	19	453.4	463.2	9.8	68%
7	31	462.2	468.6	6.4	74%
8	12	468.3	476.4	8.1	58%
TOTAL	**212**	**421.9**	**434.4**	**12.4**	**77%**

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Appendix B

Survey Results

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Principal Surveys

2019-2020

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

Extremely Likely — Not Likely at All

10		9		8		7		6		5		4		3		2		1		0		Avg. Rating
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
4	50	-	-	4	50	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	9

What is the primary reason for the score you just gave us?

- Been mostly satisfied.
- I love the support that Catapult provides for our At-Risk students. The teachers are well trained and very flexible when working with the staff at Shlenker. I love seeing the growth in our students from the beginning of the year until the end of the year. Catapult is a strong program that supports students that struggle in the area of math and reading.
- I've taken what I have learned and successfully used it in the classroom.
- Quality of staff and flexibility.
- Teacher we had second semester was great. Saw student progress
- The Catapult teacher goes above and beyond to provide individualize service to each student. Communication is there 100% Student performance in the classroom increases.
- The professional of the Catapult staff who work directly with our campus.
- We have had a bumpy past few years with tutor turnover and timing.

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Principal Surveys
Remote Learning Services

2019-2020

	Completely Agree		Agree		Disagree		Completely Disagree	
	N	%	N	%	N	%	N	%
1. The Catapult Learning staff communicates well with me.	5	63%	3	38%	--	--	--	--

What worked well? (Distance Learning)

- Insert Comments
- The program that was used was easy for our students to use and the teachers provided feedback and met with students individually to provide support.
- I simply took what I already knew and applied it with distance learning, but I wasn't given anything else from Catapult
- The learning packets we received
- options offered to families
- Catapult was very quick and flex flexible about getting the program up and running online.

Recommendations for future distance offerings

- I believe that under the circumstances Catapult was quick to train teachers on the program I-Ready. This is a great program and I wish all of our students had access to the instruction this program provides. I really like that it differentiates instruction for students based on need.
- continue to offer options (high tech/no tech; time of day/days of the week)
- What they are currently doing is working well

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Parent Survey

2019-2020

	Completely Agree		Agree		Disagree		Completely Disagree	
	N	%	N	%	N	%	N	%
1. Throughout their involvement, I felt informed about what my child is working on in Catapult Learning program.	10	50%	9	45%	1	5%	--	--
2. I was satisfied with the amount of communication I received from Catapult Learning on my child's progress.	8	40%	10	50%	2	10%	--	--
3. When I received communication from Catapult Learning, it was easy to understand.	10	50%	10	50%	--	--	--	--
4. Catapult Learning involved me as a partner in my child's learning.	9	45%	7	35%	4	20%	--	--
5. My child's academic performance improved since attending a Catapult Learning program.	11	55%	9	45%	--	--	--	--
6. My child would have benefitted from more Catapult Learning instructional time this year.	12	60%	8	40%	--	--		
7. My child had no academic setbacks from missing time in the general classroom.	5	26%	12	63%	2	11%		
8. My child spoke positively about the Catapult Learning teacher.	10	50%	10	50%	--	--		
9. Overall, I was satisfied with the Catapult Learning program.	11	55%	9	45%	--	--		

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Additional comments or suggestions:

- Martha Downs is a wonderful tutor. My son very much enjoyed the tutoring time and his skill growth during this time was apparent.
- Mrs. Downs is an exceptional and remarkable tutor to my child who is now thriving in math!
- My daughter loved working with Mrs Downs
- My son enjoyed the interactions and made major improvements academically and increased his confidence.

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Parent Survey

Remote Learning Services

2019-2020

	Completely Agree		Agree		Disagree		Completely Disagree	
	N	%	N	%	N	%	N	%
1. I was happy to hear Catapult Learning services were continuing, even if not in person.	10	59%	6	35%	--	--	1	6%
2. I was satisfied with the information I received from Catapult Learning regarding how distance learning services would occur.	10	59%	6	35%	--	--	1	6%
3. I felt informed about what my child was working on in the distance learning intervention program.	11	65%	6	35%	--	--	--	--
4. My child is benefitting from distance learning.	11	65%	6	35%	--	--	--	--
5. The days/times the distance learning services are offered are convenient for our family.	10	59%	7	41%	--	--	--	--
6. My child can easily access the materials and meeting room for services.	10	59%	7	41%	--	--	--	--
7. My child looks forward to attending the distance learning sessions.	9	53%	8	47%	--	--	--	--
8. I would consider distance learning intervention services options if they were offered from Catapult Learning in the future	12	75%	4	25%	--	--	--	--
9. Overall, I was satisfied with the Catapult Learning Distance Learning services.	13	76%	4	24%	--	--	--	--

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How did your child receive distant learning services (check all that apply)		
Answer Choices	**Responses**	
Phone calls with Catapult instructor	**1**	**5%**
Video chat with Catapult instructor (e.g. Zoom, Google Meetup)	**16**	**80%**
Voice chat on the computer with Catapult instructor	**1**	**5%**
Other (please specify)	**2**	**10%**

Additional comments or suggestions:

- Ms. Linda did an excellent job with my daughter. She was patient, kind and communicated with her on a level she could understand. I was very happy with her instruction.
- My son always looked forward to the Zoom meeting, enjoyed the interaction and learned a lot. We have a great catapult instructor.
- We are happy to continue the distance program this June and we are happy that the iReady program is avail this thru July!

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Counseling Parent Survey

2019-2020

	Completely Agree		Agree		Disagree		Completely Disagree	
	N	%	N	%	N	%	N	%
1. The counselor has been helpful to me in understanding and working with my child.	2	67%	--	--	--	--	1	33%
2. I was informed about my child's progress in counseling.	2	67%	--	--	--	--	1	33%
3. I have seen improvement in my child's schoolwork as a result of working with the counselor.	2	67%	--	--	--	--	1	33%
4. I have seen improvement in my child's attitude toward school as a result of working with the counselor.	1	50%	1	50%	--	--	--	--
5. I believe that my child benefited from working with the counselor.	1	33%	1	33%	--	--	1	33%

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Counseling Parent Survey

Remote Learning Services

2019-2020

	Completely Agree		Agree		Disagree		Completely Disagree	
	N	%	N	%	N	%	N	%
1. I was happy to hear Catapult Learning services were continuing, even if not in person.	1	33%	1	33%	--	--	1	33%
2. The counselor has been helpful to me in understanding and working with my child.	1	33%	1	33%	--	--	1	33%
3. I was informed about my child's progress in distance counseling.	1	33%	1	33%	--	--	1	33%
4. The days/times the distance counseling services occur are convenient for our family.	1	33%	1	33%	--	--	1	33%
5. I would consider distance counseling services options if they were offered from Catapult Learning in the future.	1	33%	1	33%	--	--	1	33%
6. I believe that my child benefited from working with the counselor following school closures.	0	0%	1	50%	--	--	1	50%

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How did your child receive distant learning services (check all that apply)		
Answer Choices	**Responses**	
Phone calls with Catapult instructor	**1**	**17%**
Video chat with Catapult instructor (e.g. Zoom, Google Meetup)	**4**	**67%**
Voice chat on the computer with Catapult instructor	**--**	**--**
Other (please specify)	**1**	**17%**

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Appendix C

Title I A Professional Development

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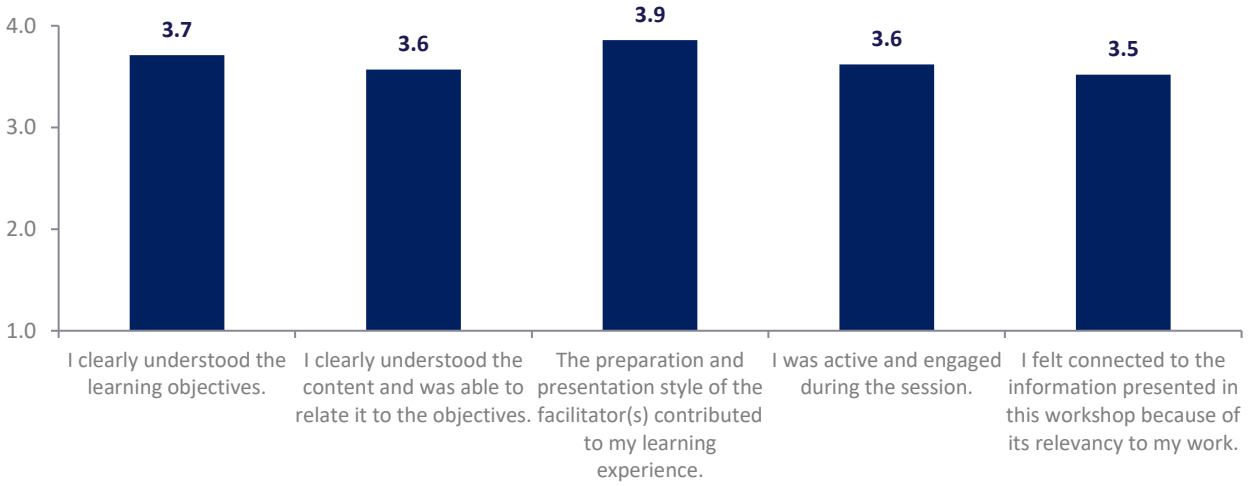
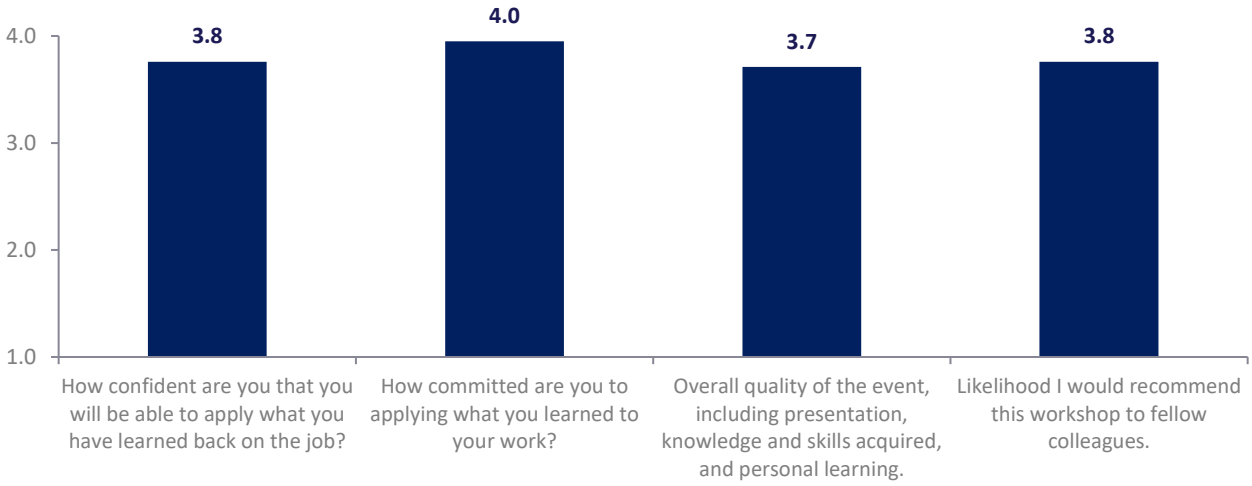
Content and Presentation



Application of Knowledge/Skills and Overall Quality of the Event



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From what you learned, what will you be able to apply to your work?

- Putting objective on the board.
- Prepare meaning lesson plan.
- Using Blooms to improve lessons and using the material to refine objectives.
- Crafting objectives using Blooms taxonomy Move students up the cognitive ladder
- Blooms taxonomy chart
- How to write affective objectives
- Simple objective Model the lesson to students
- Yes a lot of new things to apply
- I will be able to prepare my objectives more confidently.
- Absolutely
- Inhale and exhale
- How to use bloom taxonomy in my lesson plans
- Techniques like inhaling and exhaling include students in the objectives; use more terms related to BT
- Asking about the objectives throughout the lesson.
- How to use objectives to drive student learning.

How can this workshop be improved?

- Something for new teachers.
- It was a great workshop
- By having interactive activity.
- Great workshop
- More time is required for delivery.
- It was great, the facilitator was fantastic.
- Thank You
- None
- Adding more examples.
- It was a good workshop, I was hoping to be able to cover all the pages in the packet.

Additional Comments:

- Thank you
- It was an amazing experience
- Most excellent presenter
- Thank you for an awesome conversation.
- Thank you
- Very beneficial
- Thank you for guiding us
- A good opportunity to learn in an interesting way.
- Thank you!

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Appendix D

Parental Involvement Materials

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Catapult Learning

Summer Parent Involvement Presentations

Each week Catapult Learning will be providing virtual parent involvement presentations that pertain to your children's and family's academic and social/emotional success during this time. The schedule below details what day and time each presentation will be offered as well as the presenter.

Topic: Making the Best of Summer 2020

Objectives:

- Understand the importance of preventing the "summer slide."
- Learn strategies to connect learning and summer activities.
- Create a plan to keep your student(s) engaged with learning over the summer.

Monday 6/8	Tuesday 6/9	Wednesday 6/10	Thursday 6/11	Friday 6/12
	4:30-5:30pm Click to Join Password: 12345 Presenter: Avery Schena		**12:30-1:30pm** Click to Join Password: 12345 Presenter: Alex Wade	
Monday 6/15	Tuesday 6/16	Wednesday 6/17	Thursday 6/18	Friday 6/19
	12:30-1:30pm Click to Join Password: 12345 Presenter: Alex Wade	**5:00-6:00pm** Click to Join Password: 12345 Presenter: Avery Schena		
Monday 6/22	Tuesday 6/23	Wednesday 6/24	Thursday 6/25	Friday 6/26
5:00-6:00pm Click to Join Password: 12345 Presenter: Avery Schena		**12:30-1:30pm** Click to Join Password: 12345 Presenter: Alex Wade		

*To join the Zoom Presentation, press "Click to Join" and enter in the associated password.

Catapult Learning

PARENT NEWSLETTER

DECEMBER 2019

KEEPING YOUR CHILD MOTIVATED

Do you agree or disagree with the following? Check the statements you believe are true.

- ☐ Abilities are not fixed at birth. We can develop them through practice.
- ☐ Habits, like self-control and working hard, are also built through practice.
- ☐ You can help your child develop both: strong abilities and lasting habits.
- ☐ The more your children achieve, the more they will want to achieve. You are setting up a circle: when your children work hard and get good results, they'll want to work harder still.

Most good students aren't born good learners. Yes, individual personality plays a big part in a child's willingness to learn and their overall ability when it comes to school, but most children who are good learners had to learn how to become good learners at some point. More importantly, any student, who has the right attitude and wants to learn, and receives the right motivation, can become a good learner.

If you have a child who is struggling in school and doesn't seem to be motivated, the first thing you want to do is explore whether there is some obstacle getting in the way. Learning disabilities, social challenges, and attention or emotional problems can all cause your child to lose interest in school or in other activities. But not all kids who are underperforming in school have a problem. In some cases, children just need to be motivated to complete their tasks.

Motivation is the desire to do something. Research shows that people, including children, can influence their own levels of motivation and self-control. There are two types of motivation:

EXTRINSIC MOTIVATION

Doing something for external rewards or to avoid negative consequences. Examples:

- Reading a book to prepare for a test
- Exercising to lose weight
- Cleaning your home to prepare for visitors coming over
- Playing a sport because you know you will get a trophy

INTRINSIC MOTIVATION

Doing something because you enjoy it or find it interesting. Examples:

- Reading a book because you enjoy the storytelling
- Exercising because you want to relieve stress
- Cleaning your home because it helps you feel organized
- Playing a sport because it makes you feel good

While both types of motivation are important, your child is more likely to dedicate time to study and practice if s/he is intrinsically motivated – that is, if s/he finds the topic of study interesting or enjoyable. Here are some tips to increase your child's intrinsic motivation:

- **Praise effort rather than success or abilities.** If you tell children they are smart, they sometimes begin to think that everything should come easy, and when they do not, they give up easily. On the other hand, praising them for their efforts builds confidence in their ability to work hard for something that is important to them.
- **Point out progress.** Attention spans are short in young children, so pointing out milestones they are reaching along the way can be helpful in showing them how far they've come. Feeling successful will help a child feel motivated to reach the next goal.
- **Encourage independence by offering choices and encourage problem solving.** Instead of telling your child what to do all the time, give him/her some options. This will encourage your child to work through problems independently (and feel like an adult).

- **Set realistic expectations.** When your child sets goals he or she can achieve, it encourages him/her to continue to succeed. Demanding tasks that aren't reasonable, however, can cause your child to feel overwhelmed and like a failure.
- **Recognize the good things your kids are doing and praise them on that rather than focusing on their shortcomings.** Correcting poor behavior comes more naturally to a lot of us parents but celebrating good behavior or positive choices can be more rewarding or motivating for your child.
- **Limit extrinsic motivators.** While it may be hard to limit rewards, this will benefit them in the long run. You want your child to feel motivated to do something rather than feeling encouraged by external regards like prizes or gifts.

ADDITIONAL TIPS FOR MOTIVATING YOUR CHILD

- **Get involved** in your child's activities, schoolwork, and interests. If you can't physically be present, ask about their interests inside and outside of school.
- **Help your child see the big picture.** Remind him/her of short- and long-term goals, so they can keep their eyes on the prize.
- **Let your child make mistakes.** Mistakes are a valuable part of learning. Remind your child of this and let him/her know that mistakes are to be expected – they make us better and more successful.
- **Get outside help.** Feel free to reach out to family, friends, and school staff for support. If your child has an older sibling or friends, ask for their help as this can ease some of the tension you might feel as a parent.
- **Make your child's teacher your ally.** One of the most important things you can do for your child is to work with his/her teacher. The teacher might have additional insight about how to motivate your child, their interests, challenges, etc.
- **Communicate openly** with your child and encourage honest dialogue about interests, challenges, experiences, etc

FAMILY FUN AROUND THE HOLIDAYS!

Around the holidays, there are lots of fun activities you can do with your child and the entire family, especially when everyone is home. Consider the following:

- **Go to the library or visit a bookstore.** If you have a library card, take advantage of it. Go to the library as a family and read together or check out some books. You can also spend a day or a few hours at a local bookstore to see what it has to offer. Even if you decide not to buy anything, you can read the books while you are there.
- **Have a treasure hunt.** Create a treasure map with clues to find random items or goodies you have hidden somewhere around your home or outdoors. It doesn't have to be expensive or big — any little treat will be exciting to find, especially when you involve the entire family and friends.
- **Make your own games.** Get a supply of colored cards/paper, children's scissors, glue, markers/crayons, and anything else you may want to include in your game. Games are a great way to keep your child busy and to get their creative juices flowing.

21ST CENTURY SKILLS: CRITICAL THINKING

In this issue, we are going to discuss critical thinking. Critical thinking is all about problem solving. It also requires your child to be able to question things and find evidence to defend or reject their own or other people's ideas. We don't always appreciate it when our children ask us "why," but this is an important 21st century skill they will need to succeed, no matter what they do. You can help build your child's critical thinking skills by doing the following:

- Analyze information together by matching, sorting, or, organizing details
- Identify and gather important facts when solving problems
- Encourage your child to test out different solutions to a problem before choosing the best one
- Help your child use their prior knowledge to make sense of new situations or problems – what do they know already that can help them make sense of the new problem or situation?

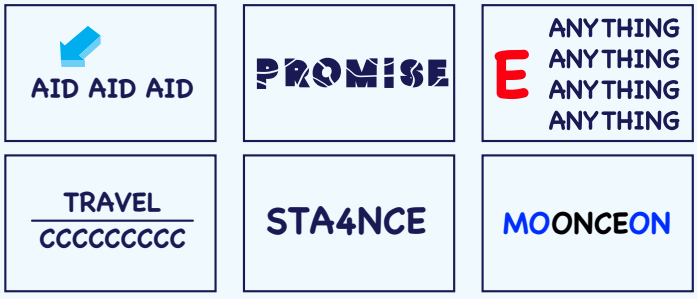
TECH TALK

Research suggests that teaching your child how to think critically is one of the best things you can do for him/her. When children can think critically, it means in addition to memorizing and spitting out details, they can also take information and apply it in different ways. Here are some apps and games you can play at home with your child to help foster critical thinking skills.

- **Mind Meister** is an app that develops your child's critical thinking skills by helping them to see how different topics relate to each other, break complex ideas into smaller ones, collaborate with others, and take notes, among other things.
- **FlowChart Games** help your child to learn about different topics, including the moon, food chains, photosynthesis, and parts of the human body. The user is given an incomplete flowchart representing a specific topic. S/he then drags and drops the missing elements of the flowchart to the right position. This helps students to learn about sequencing, cause and effect, and how multiple small elements make up a large process or phenomenon.

BRAIN TEASER: REBUS PUZZLES

A rebus puzzle is a picture puzzle that includes a hidden word or a common phrase. See if you can solve these six!



ANSWER first aid; broken promise; ready for anything; travel overseas; for instance; once in a blue moon

PARENT
NEWSLETTER
FEBRUARY 2020

DIGITAL CITIZENSHIP

You don't have to be an expert on downloading apps, texting, Facebook, Instagram, Snapchat, or whatever else your kids are into to talk to them about digital citizenship and using the internet responsibly. In this issue, we are going to review why it is important to talk about online safety as a family and offer some tips to guide you and your child as you navigate the complex world of the internet.

Digital citizenship is the norms of appropriate, responsible technology use. Too often, both adults and children misuse and abuse technology. Digital citizenship helps us to understand what technology users, no matter their age, should know to use technology appropriately.

Why Teach Digital Citizenship?

- It is an important skill for the 21st century. Your children need to be able to communicate and collaborate safely and effectively online, as well as be aware of the things people face in the digital world.
- Many children use technology every day without understanding the consequences.
- We live in a digital world where colleges, future employers, and people sometimes judge you based on your online or social media profile.
- Cyberbullying is a real problem for many children (and adults), so it's important to teach about the negative effects it can have.
- Digital citizenship teaches students how to search for, select, and organize information and how to choose real and authentic sources of information. This is important because there is a lot of misinformation online.

SAFETY

No matter what you do online it's important that you know what kind of trail you're leaving and what possible effects it can have. Therefore, we should know about digital footprint and teach our children about their digital footprint. Your digital footprint is the trail, traces, or "footprints" that you leave online when you go on social media, send emails and attachments, and upload videos and digital images, among other things.

To manage yours and your child's digital footprint, consider the following:

- Never post anything that you might find embarrassing later.
- Think before posting pictures or videos.
- Change privacy settings on social networking sites.
- Do not post things to bully or hurt others.
- Remove information or posts that others post if you don't want it out there.

Additionally, there are nine elements of digital citizenship that you should remember. The International Society for Technology Education (ISTE) has proposed these elements, which are divided into three categories: Respect, Educate, and Protect.

RESPECT

ETIQUETTE – Understand that your technology use affects others.

ACCESS – Remember that not everyone has the same opportunities with technology. Those who have more access might want to help those who have less.

LAW – Online tools have allowed some people to steal, harass, and cause problems for others online. It's illegal to take others' information without permission

EDUCATE

LITERACY – Learning happens everywhere. Technology can help our children (and us) learn new skills for the future.

COMMUNICATION – Knowing when and where to use technology is important.

COMMERCE – Technology allows us to buy and sell across the globe – be careful about sharing personal information, credit card details, etc.

PROTECT

RIGHTS AND RESPONSIBILITIES - Build trust so that if something happens online, your child is willing to share their problems or concerns with you.

SECURITY – Know that it is everyone's responsibility to guard their tools and data by having software that protect them from online intruders.

HEALTH AND WELLNESS – Set limits with technology so your children can spend quality face-to-face time with friends and family.

To be a good digital citizen, your child must also follow these rules.

BE KIND!

KEEP PRIVATE THINGS PRIVATE!

DON'T BELIEVE EVERYTHING YOU SEE!

DON'T OVERSHARE!

STAND UP FOR OTHERS!

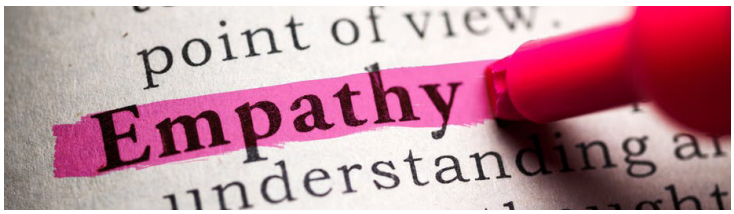
If you don't have internet at home, but are interested in services, there are free and reduced-cost programs in many communities such as Comcast's Internet Essentials and AT&T's Access, Spectrum Internet Assist and Centurylink's Internet Basics. These programs provide high-speed broadband, typically for about $10 a month and may also include free or low-cost hardware, including computers, for use at home. Check with your local internet service providers and community social service agencies to see what's available in your community. In addition, most public and school libraries provide free WiFi access as well as device access. You might also be able to access free wi-fi through local organizations such as Boys and Girls Clubs, YMCAs, houses of worship and other community agencies. For more information, visit https://www.connectsafely.org/edtech/.

CELEBRATING BLACK HISTORY MONTH!

February is Black History Month! You can use this opportunity as a starting point to teach your child how to respect and value others' differences. Consider:

- Buying a book or borrowing a library book by a Black author or illustrator and make it a part of your child's collection. Books offer a fun and easy way to introduce your child to new cultures and to help them explore the experiences of people from different backgrounds.
- Teaching your child not only about black "history," but also about current events, people, and accomplishments. In addition to books, art, music, and food are some great ways to introduce your child to the vibrance of black cultures around the world.

Remember, you can celebrate Black history and cultural diversity all year long, not just in February!



21ST CENTURY SKILLS
EMPATHY

In this issue, we are going to discuss empathy. Many experts have referred to empathy, which involves an ability to understand others' feelings (and to recognize our own emotions), as the most important 21st century skill. Research shows that empathy is a skill that can be taught. Having empathy can help make you (and your child) a better team player. It has even been shown to predict success in a person's career. The two most common ways to teach your child empathy are to 1) model it, and 2) demonstrate it through stories. The next time you read a story that illustrates empathy, be sure to discuss with your child. Ask open ended questions like "What happened to character x" and "How did character y respond to character x" to get your child to think about what empathy might look like in real life.

TECH TALK

Here are some tech tools that teach your child about empathy.

- Be a Buddy, Not a Bully—A Tales of Midlandia Storybook. This app teaches your child how to handle conflict and bullying. It is designed for kids and grown-ups to use together. Parents can read with young children and talk about friendship and tolerance. The app includes questions that prompt kids to think about others' feelings and how to manage emotions like anger and sadness.
- If your child is on social media (e.g., Facebook or Instagram), model how they can respectfully engage with others. This is a great way to teach both empath and digital citizenship.

BRAIN TEASER: NUMBER PUZZLE

See if you can solve these with your child without looking at the answer!

1. This refers to anything related to technology or the internet.

2. The proper use of technology is known as this (HINT: This clue has more than one answer).

3. Because our computers can have viruses and people sometimes hack (or break into) our personal information online, we need this.

ANSWER 1)digital; 2) digital literacy or digital etiquette; 3) security