



Improving Student Performance for Over 40 Years

Hernando County School District

Program Summary

2024-2025

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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 2024-2025 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:

Joan Grejdus: 401-330-7303

Instructional services were provided and supported by:

- *Jeanne Brant, Instructional Supervisor*
- *Amber Myers, Area Manager*
- *Katie Littlewood, Regional Director*
- *Joan Grejdus, Territory Vice President*

Funding for services was provided by:

- *Title I*

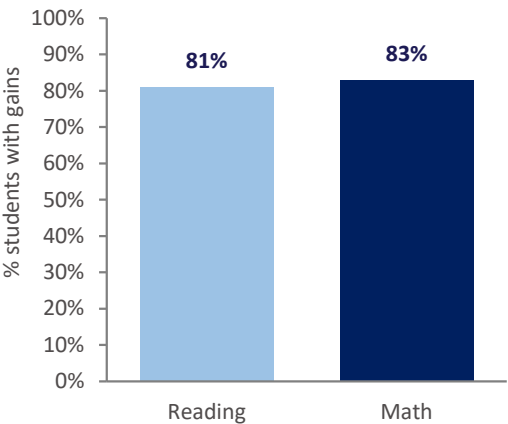
Program Success

During the 2024-2025 school year, Catapult Learning provided services to four schools in the Hernando County School District, including:

- 93 services in AchieveReading
- 75 services in AchieveMath
- 30 services in Tutoring

Test Scores

81% of students demonstrated assessment gains in reading and 83% in math.



Satisfaction

Surveys were completed by two classroom teachers, and 100% agreed that they were satisfied with the in-person Catapult Learning program.

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Program Descriptions

Instructional services were provided to four schools in the Hernando County School District. In-person services were delivered two to four 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 45 minutes. The program utilized the following instructional designs during the 2024-2025 school year:

Science of Reading K-2

The AchieveLiteracy Science of Reading Toolkit (SoR Toolkit) provides teachers with a scope and sequence and aligned instructional materials and supplemental resources to support explicit instruction in the areas of phonological awareness, phonics, sight words, and fluency. This toolkit is the primary resource for literacy instruction in K-2, providing targeted learning experiences that build the foundational reading skills necessary to become a fluent reader. The lessons in this program target the essential foundational reading skills commonly taught in grades K–2. Lessons are organized in a research-based continuum. Teachers use data and input from the classroom teacher to select the appropriate set of skills in the continuum to address the learning needs of their students. Teachers use diagnostic data to identify gaps in foundational reading skills and then monitor progress with a battery of formative assessments. Each Lesson Set includes up to nine days of instruction. Days 1-4 focus on foundational reading skills, including phonological awareness, phonics, sight word recognition, and fluency. Days 5 and 6 focus on reading comprehension and writing. Day 7 is a required Check-In Day for progress monitoring, followed by two Reteach Days. Based on information from the Check-In Day, Days 8 and 9 (the Reteach Days) provide data-driven instructional opportunities for students to practice skills they have not yet mastered.

Instructional Design

Phonological Awareness (PA) instruction supports students who need continued work on phonological awareness skills. Students spend 15 minutes of each foundational day during Lesson Sets 1-16 warming up by learning and practicing essential PA skills. Phonological Awareness practice continues throughout the remainder of the program, but this practice is embedded within the daily phonics instruction, allowing for 5-minutes of explicit PA practice during that instructional routine.

Phonics lessons provide explicit instruction in key phonics skills. During the foundational instruction days, students spend at least 15-20 minutes practicing targeted phonics skills.

Decodable Text lessons happen on the first four foundational instruction days and last 5-10 minutes during Lesson Sets 1-16. In Lesson Sets 17-24, an additional 15-20 minutes of instruction and practice related to sight words, decodable text, and fluency practice is provided to allow the students more opportunities to apply the phonics skills that were explicitly taught, modeled, and practiced in the phonics lessons to a decodable text.

Beyond Foundational Skills

SoR Toolkit lessons focus on foundational reading skills while integrating opportunities for language comprehension that bolster vocabulary, literacy knowledge, writing, and verbal

reasoning. Each Lesson Set has built-in days for reading comprehension and writing, formative assessment, and re-teach opportunities to practice skills students have yet to master.

AchieveLiteracy 3-8

- 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™

- Designed to increase struggling students' literacy growth and development.
- Includes a library of fiction and non-fiction trade books to allow the teacher opportunities to choose texts based on students' reading levels, interests, and unique literacy needs.
- Delivered in a small group setting, with no more than an 8:1 student-to-teacher ratio, using proven, research-based literacy instruction, including shared, guided, and close reading techniques

Our AchieveReading program provides Catapult Learning teachers with high-quality, research-based lessons to build learner agency and increase literacy skill development. 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.

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.

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)

Overview of Services

Catapult Learning provided 207 instructional services to 136 students during the 2024-2025 school year.

School	Literacy	Math	Tutoring	TOTAL
Esthers School Brooksville	7	2	--	9
Esthers School Spring Hill	12	13	--	25
Hernando Christian School	54	60	39	153
Little Wings of Prayer	20	--	--	20
TOTAL	93	75	39	207

Grade	Literacy	Math	Tutoring	TOTAL
K	8	--	--	8
1	10	9	4	23
2	19	12	9	40
3	16	12	11	39
4	8	10	5	23
5	15	13	6	34
6	8	2	2	12
7	5	11	1	17
8	4	6	1	11
TOTAL	93	75	39	207

Student Count

The table below summarizes the number of students, by grade level, participating in the Catapult Learning program in the Hernando County School District.

Grade	Total # of Students
K	8
1	17
2	22
3	23
4	15
5	21
6	10
7	13
8	7
TOTAL	136

Instructional Sessions

Reading

Instructional Sessions	# of Students	% of Students
1 - 9 Sessions	3	3.2%
10 - 19 Sessions	9	9.7%
20 - 29 Sessions	13	14.0%
30 - 39 Sessions	31	33.3%
40+ Sessions	37	39.8%
TOTAL	93	100%

Math

Instructional Sessions	# of Students	% of Students
1 - 9 Sessions	18	24.0%
10 - 19 Sessions	8	10.7%
20 - 29 Sessions	7	9.3%
30 - 39 Sessions	17	22.7%
40+ Sessions	25	33.3%
TOTAL	75	100%

Program Timeline

Events:		Date(s) of Occurrence:
START UP	Catapult Learning Opening Staff Meeting/ Pre-service Training	August 2024
	Continuing Staff Training	Monthly
	Catapult Learning Parent Orientation Meeting	Fall 2024
EDUCATION QUALITY	Fall Teacher Conferences	September/October 2024
	Spring Teacher Conferences	February/March 2025
	Formal Lesson Observations	Twice per year per teacher
	School Visits	Ongoing
	Formal Principal Meetings	August 27 – 28, 2024 December 10-11, 2024
INSTRUCTION	Services Begin for Students	August 26, 2024
	Pretests Administered	September 2024
	Staff Development Meetings	Monthly
	Progress Reports distributed to parents	October, January, March, and May
	Parent Conferences	Two requests per student
	Catapult Learning Title I Week	May 2025
	Parent Involvement Workshops	April 2025
	Services End for Students	June 12, 2025

Achievement Results

Catapult Learning measures student performance by comparing pretest and the posttest score on standardized assessments for enrolled students meeting the following criteria: 1) attended 20 or more instructional sessions, either in person and/or remote and 2) possessed pretest and posttest scores from the same assessment:

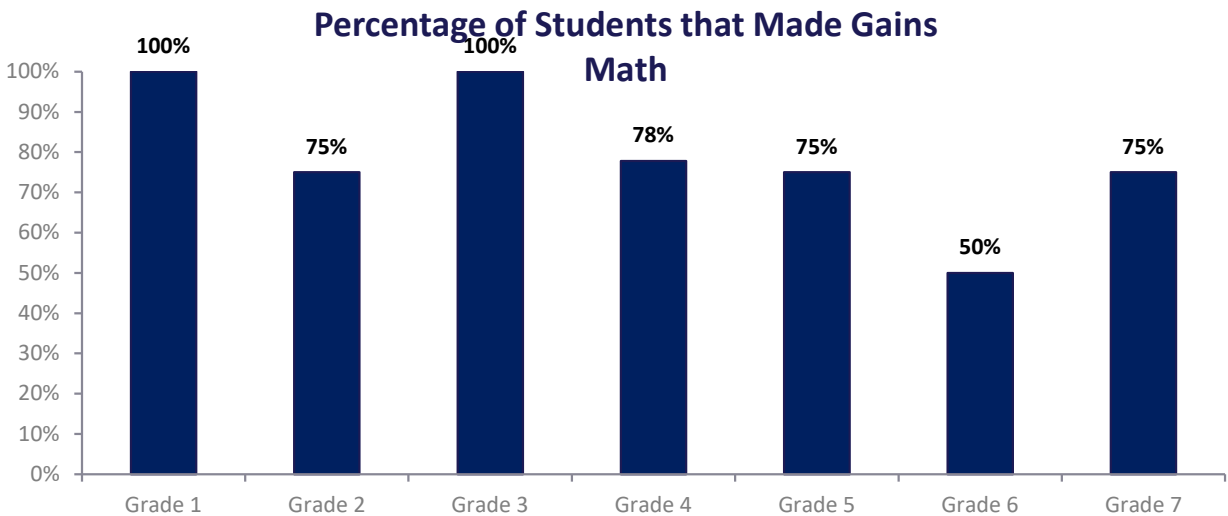
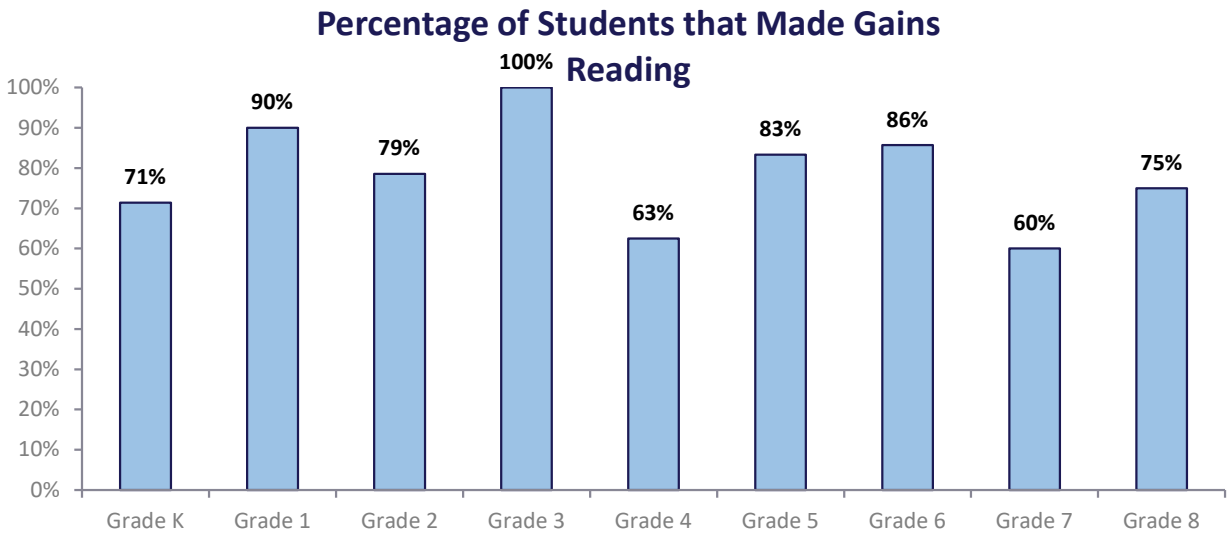
Test used	Cycle of testing	Grades tested	Number of students included	
			Reading	Math
Renaissance STAR	Fall-Spring	K - 8	88	46
TOTAL			88	46

Procedure

To examine program effectiveness, student assessment gains between pretest and posttest score are reported. Individual test scores were converted from raw scores to scaled scores to determine an average score for the program. 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.

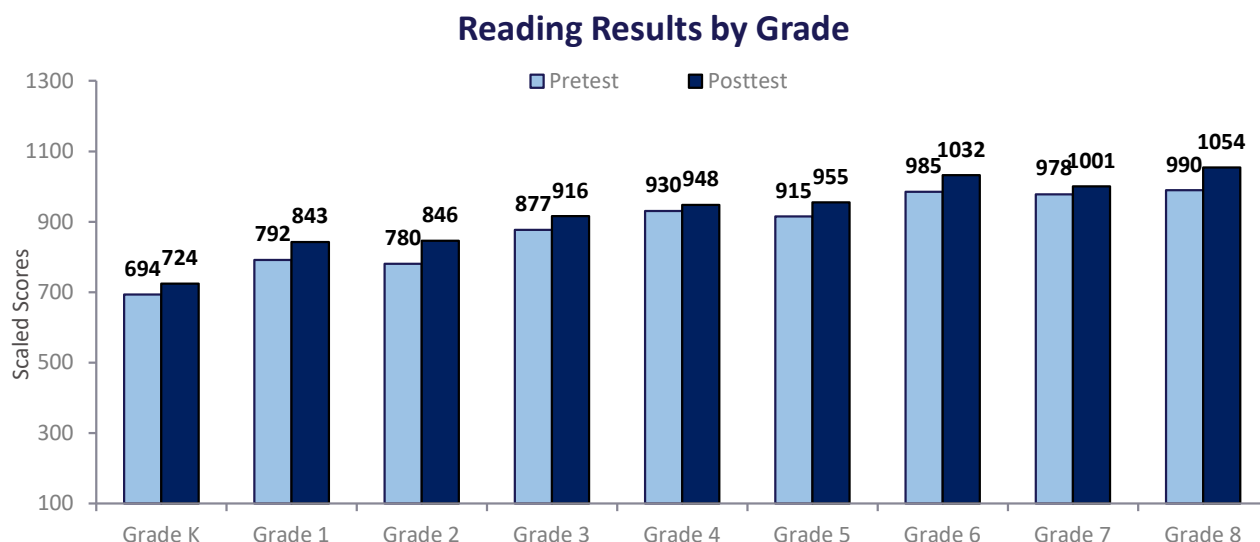
Student Gains

In reading, 81% of students showed gains between pretest and posttest. In math, 83% of students showed gains between pretest and posttest.



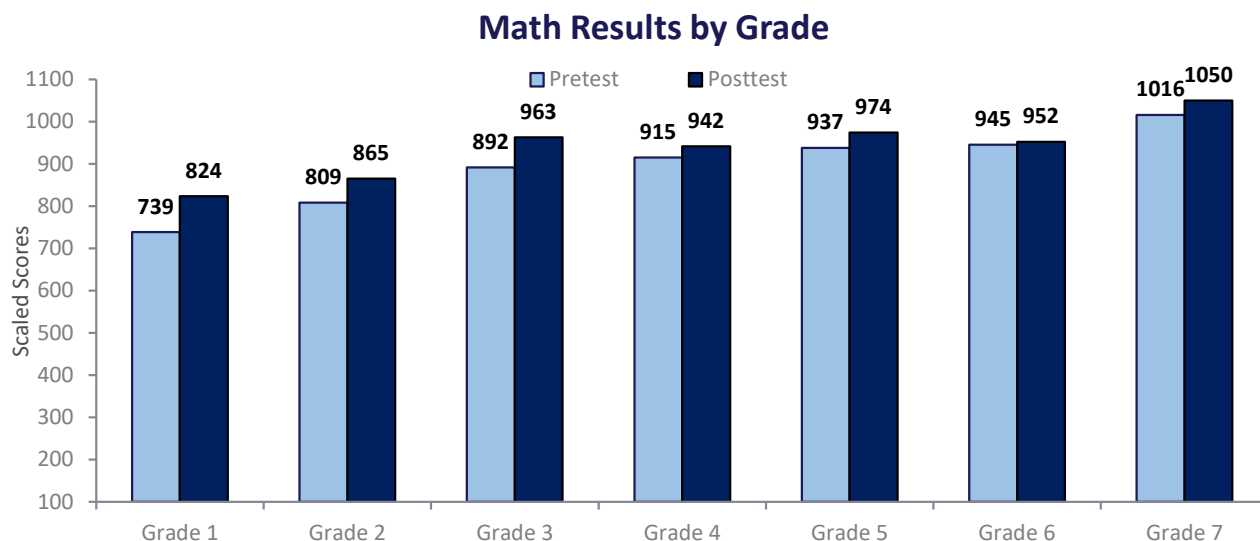
Reading – Renaissance STAR

In reading (n = 88), the difference between the average pre- and posttest scores was 42.3 points.



Math – Renaissance STAR

In math (n = 46), the difference between the average pre- and posttest scores was 47.2 points.



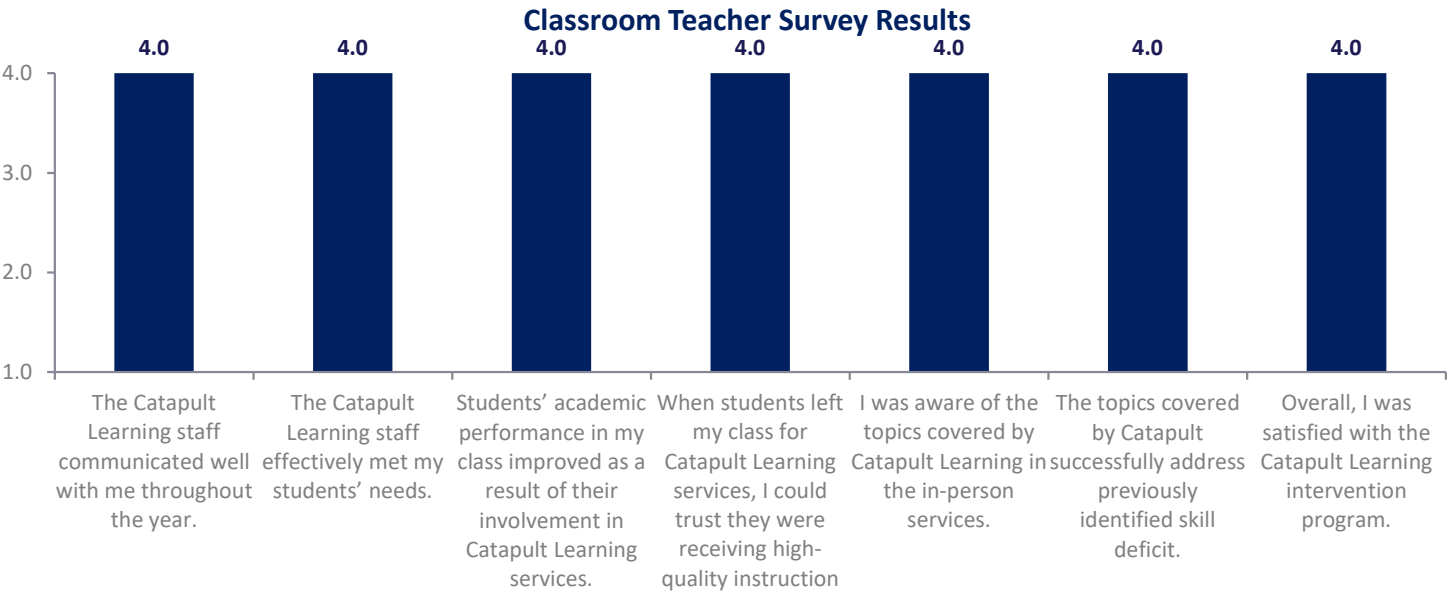
Satisfaction Surveys

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.

Classroom Teachers

Classroom Teachers were surveyed near the end of service delivery with a seven-item survey seeking perceptions of Catapult Learning’s in-person instructional program. These items were based on a 4-point scale, where 4 represented "Completely Agree" and 1 represented "Completely Disagree."

Surveys were completed by two classroom teachers.



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.

- Four parents attended an Annual Title I Meeting, held in the fall at each private school via Zoom or in person.
 - Parents met Catapult Learning staff, viewed the classroom, and received information about the Catapult Learning program.
- Meeting location:
- Individual parent conferences were held with each student's family throughout the program.
- Progress reports were sent to parents four times throughout the program, in October, January, March, and May.
- Parents received newsletters and other helpful materials on a regular basis.
- Catapult Learning Title I Week was held May 12-16. During this week-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.
- No parents participated in Catapult Learning Title I Week 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
Supporting Executive Functioning Skills	0	Hillary Hammond

Appendix A

Achievement Test Results

Catapult Learning | Hernando County School District
Program Summary, by school
2024-2025

Reading
Renaissance STAR

School Name	Student Count	Average Pretest Score	Average Posttest Score	Score Difference	Percent of Students Who Gained
Esthers School Spring Hill	22	766.2	792.0	25.8	73%
Hernando Christian School	50	892.0	947.2	55.2	90%
Little Wings of Prayer	16	846.4	871.4	25.0	63%
TOTAL	88	852.3	894.6	42.3	81%

Catapult Learning | Hernando County School District
Program Summary, by school
2024-2025

Math
Renaissance STAR

School Name	Student Count	Average Pretest Score	Average Posttest Score	Average Score Difference	Percent of Students Who Gained
Esthers School Spring Hill	11	935.4	949.1	13.7	64%
Hernando Christian School	35	898.8	956.5	57.7	89%
TOTAL	46	907.5	954.7	47.2	83%

Catapult Learning | Hernando County School District
Program Summary, by grade
2024-2025

Reading
Renaissance STAR

Grade	Student Count	Average Pretest Score	Average Posttest Score	Score Difference	Percent of Students Who Gained
K	14	693.6	724.4	30.7	71%
1	10	791.9	842.8	50.9	90%
2	14	780.4	846.4	66.1	79%
3	14	876.7	916.1	39.4	100%
4	8	930.1	947.5	17.4	63%
5	12	915.3	954.9	39.6	83%
6	7	985.4	1032.3	46.9	86%
7	5	978.2	1000.6	22.4	60%
8	4	989.8	1053.8	64.0	75%
TOTAL	88	852.3	894.6	42.3	81%

Catapult Learning | Hernando County School District
Program Summary, by grade
2024-2025

Math
Renaissance STAR

Grade	Student Count	Average Pretest Score	Average Posttest Score	Score Difference	Percent of Students Who Gained
1	4	738.5	823.8	85.3	100%
2	4	808.5	865.3	56.8	75%
3	11	891.5	962.8	71.3	100%
4	9	914.9	941.7	26.8	78%
5	8	937.4	973.9	36.5	75%
6	2	945.0	952.0	7.0	50%
7	8	1016.0	1049.9	33.9	75%
TOTAL	46	907.5	954.7	47.2	83%

Appendix B

Survey Results

Classroom Teacher Survey

In-Person Services

2024-2025

	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A
	N	%	N	%	N	%	N	%	N
1. The Catapult Learning staff communicated well with me throughout the year.	2	100%	--	--	--	--	--	--	--
2. The Catapult Learning staff effectively met my students' needs.	2	100%	--	--	--	--	--	--	--
3. Students' academic performance in my class improved as a result of their involvement in Catapult Learning services.	2	100%	--	--	--	--	--	--	--
4. When students left my class for Catapult Learning services, I could trust they were receiving high-quality instruction	2	100%	--	--	--	--	--	--	--
5. I was aware of the topics covered by Catapult Learning in the in-person services.	2	100%	--	--	--	--	--	--	--
6. The topics covered by Catapult successfully address previously identified skill deficit.	2	100%	--	--	--	--	--	--	--
7. Overall, I was satisfied with the Catapult Learning intervention program.	2	100%	--	--	--	--	--	--	--

Additional comments or suggestions:

- I would recommend the program to any school I am teaching in. Greatly appreciated and satisfied.