



FACTS EDUCATION SOLUTIONS, LLC
Title I Services End-of-Year Report
Hernando County Schools

June 1, 2026.

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Regional Vice President



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FACTS

A **nelnet** Company



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Executive Summary

FACTS Education Solutions, LLC, (FACTS Ed) is pleased to submit this report of services delivered to non-public schools in Hernando County.

Beginning in 2014, FACTS Education Solutions, LLC has provided non-public schools with Title I instructional services to more than 11,000 eligible students across 63 LEAs in 22 states and deliver professional development services to over 25,000 teachers and administrators. We provide Title services, such as instruction, counseling, professional development, coaching, and parental engagement and other extended instructional services, to non-public schools throughout the United States and Puerto Rico. FACTS Ed is highly qualified to provide Title I services for non-public school students. We successfully serve students in both single gender and co-educational schools and in Jewish, Catholic, Lutheran, Christian, Islamic and non-denominational schools. We have vast experience in managing programs and funds for federal education programs, including Title I, Title II, ESSA, ESSER, CARES Act, and most recently EANS federal fund distribution in states across the country.

The FACTS Ed team's greatest desire is to partner with schools to meet the needs of students. Our interventionists work to have an immediate impact on students, closing their skills' gaps and advancing toward grade level mastery. Complementing the work with students, our presenters and coaches work to enhance the quality of teaching and leadership practices, ultimately supporting administrators and teachers in their ability to elevate the learning experience for all children.

FACTS Ed offers supplemental instruction, academic intervention and professional development services, customized to meet the needs of students, parents, administrators and teachers.

Thank you for the opportunity to work with you to change the trajectory of each student's life.

Contact Us

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Title I Instructional Services

Introduction

As an experienced provider of Title I services, we draw upon our successful experience establishing and coordinating services for eligible students enrolled in non-public schools. Our program exists because we believe that every child should be able to read, write, and discover. Competent and confident fluency in Literacy and Comprehension, Expression, and Numeracy expands opportunities for each student to achieve and make their dreams possible.

We work in partnership with the Local Educational Agency (LEA) and school administrators, classroom teachers and parents/families in designing, delivering, and monitoring Title I programs based upon the academic needs of eligible non-public school students.

FACTS Ed collaborates with the private school officials to determine the best resources to meet the needs of the identified students. FACTS Ed has many direct instruction and digital learning program partners; in consultation with the private school, we select a program to best meet the needs of the eligible students and is compliant with ESSA federal, state, and local regulations.

FACTS Ed will provide the necessary software, apps, and digital resources to successfully implement the intervention services. FACTS Ed's instructional staff will implement and manage the digital and web-based resources for instruction and management reports.

FACTS Education Solutions utilizes a Blended Learning solution to close students' skills gaps. Our blended learning model lets students learn through direct instruction from a highly qualified Interventionist and digital learning which targets each student's specific skills gaps. Our Interventionists determine the right balance of direct instruction and digital learning based on the needs of each student served. This schedule is modified to ensure students are receiving the type of learning – direct or digital – that is most effective in closing their skills' gaps.



The students have access to online supplemental language arts/reading, mathematics, science, and/or social studies instructional programs inclusive of pre- and post-assessments, lessons, reinforcement activities and progress reports. Each qualified student has a personalized ID to access the program during the instructional session. The instructional resources are individualized based upon each student's diagnostic results. The supplemental program delivers motivating and engaging learning

experiences for eligible students. The lessons and activities are delivered with high-quality content with unprecedented breadth and depth across the essential skills and adapt as students develop competency and master content. Most software used includes downloadable print resources for direct instruction.

Our interventionists develop lessons aligned to grade-level standards and use research-based and best practice strategies to deliver lessons that provide students the opportunity to progress and master concepts and skills. Lesson content is driven by the specific skills' gaps of the students. Interventionists may also work with students on various digital learning platforms to move them through a series of objective-focused lessons to achieve mastery in each of those objectives. On each platform, students take the provider's assessment to develop an individualized student-learning path; this assessment is adaptive, meaning that it will move the students through a more and less challenging series of questions depending on their answers to each of those questions. In addition to engaging online content for students, teachers can download resources from each platform to use with students during direct instruction.



Snapshot of Title I Instructional Services Delivered

Hernando County, 2025-2026 School Year

During the 2025-2026 school year, FACTS Education Solutions (FES) provided **instructional services** to students at one (1) non-public school. Services were delivered by one (1) interventionists to forty-four (44) students. These services encompassed Math and Reading. Table 1 contains program information for each school.

Table 1. Snapshot of Instructional Services in in the Hernando County School District

Schools Receiving Instructional Services				
School Name	Type	Interventionist(s)	Students Served	Subjects Offered
Notre Dame Catholic School	Catholic	Suzette Harris	44	Math/Reading

Additionally, during the 2025-2026 school year, FACTS delivered live, virtual and on-demand **parent engagement offerings**; twenty-three (23) parents attended two in-person parent engagement sessions.

Direct Services to Students: Instructional Services

Student Enrollment and Services Delivered

As stipulated by federal and state laws, student eligibility for Title I services hinges on two factors: (1) address eligibility, and (2) academic achievement. Non-public schools within Hernando County and served by FACTS used the i-Ready to measure student performance and determine student eligibility. At the beginning of the academic year, students were assessed, and those who scored below the 40th percentile, and, or were at or near failing in core content area(s), were recommended by their

classroom teacher, or recommended by the student’s parent/guardian were identified as low achieving at-risk students in need of academic support.

In the 2025-2026 school year, FACTS **delivered instructional services to 44 unique students and 20 duplicated students** at Notre Dame Catholic School. All future analyses in this report will reflect the duplicate count. Across schools, services were delivered to students in grades K-7; the breakdown of students served per grade level is shown in Table 2.

Table 2. School Year Student Enrollment Breakdown by Grade 2025-2026

Students Served by Grade Level for School Year Programs					
	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade
School Year	7	7	7	7	5
	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	
School Year	5	3	3	0	

FACTS collaborated with the Hernando County School District to provide Title I services to eligible non-public school students during the school year, from September 2, 2025 – May 28, 2026. A detailed breakdown of services is provided in Table 3.

Table 3. Instructional Services Delivered

Breakdown of Services by School for School Year Program				
School Name	Start Date	End Date	# of Instructional Days	# of Sessions Delivered
Notre Dame Catholic School	9/02/25	5/28/26	149	2799

School Year Curriculum and Instructional Services Delivered

For our blended learning model, FACTS Education Solutions partners with multiple providers for digital learning. On each digital platform, students complete the provider’s assessment to produce an individualized student learning plan. Interventionists establish the digital learning environment and monitor student engagement and learning. At Notre Dame Catholic, the interventionist, Suzette Harris, used the i-Ready assessment to assess students in grades K-7.

School	Model	Curriculum
Notre Dame Catholic School	Blended Learning	i-Ready Teacher Source Materials Manipulatives Math Journals + Reading Text

FACTS Title I interventionists are educators who understand that pedagogy is most effective when it meets the needs of students and best matches students' learning styles. Therefore, within the blended

learning model, FACTS offers its teachers the flexibility to determine how digital learning platforms are utilized for instruction.

Notre Dame Catholic used i-Ready as their blended learning software solution, see Table 4. To learn more about this digital learning platform, go to: [Personalized Learning in Reading and Mathematics | i-Ready](#).

Table 4. Descriptive Statistics on i-Ready Usage

Students' Instructional Average Weekly Minutes During School Year											
School Name	Grades Served	Math					Reading				
		N	Grand Mean	SD	Min	Max	N	Grand Mean	SD	Min	Max
Notre Dame Catholic	K-7	30	24.1	14	8	49	34	22.8	10	4	39

Note: The suggested effective dosage for online learning for i-Ready is 30-50 minutes per week per subject.

Moreover, Table 4 presents the grand mean, standard deviation, and range for average weekly minutes by subject across schools for the school year. The results indicate that **students who exclusively used iReady during Title I instruction on average logged about 24 instructional minutes weekly in math and 23 instructional minutes in Reading**. The data shows that the weekly time spent in both subjects is below the recommended 30-50 minutes per week per subject, and the wide ranges (Math 8-49 and Reading 4-39) indicate inconsistent implementation, suggesting the need for clearer weekly usage expectations and more frequent monitoring to ensure students reach effective usage levels.

Assessment and Student Outcomes

FACTS is deeply committed to ensuring consistent academic progress among students. To accomplish this, students are evaluated several times a year through progress monitoring and formal assessments. These evaluations measure student progress and provide guidance for instruction. The assessment windows for each school correspond to the beginning and end dates of each school's program or school calendar. The assessment windows are listed in Table 5.

Table 5. Assessment Schedule

School Name	Fall Window Pre-Test	Winter Window Mid-Year/Pre-Test	Spring Window Post-Test
Notre Dame Catholic School	9/2 – 9/12	1/5 – 1/16	5/4 – 5/22

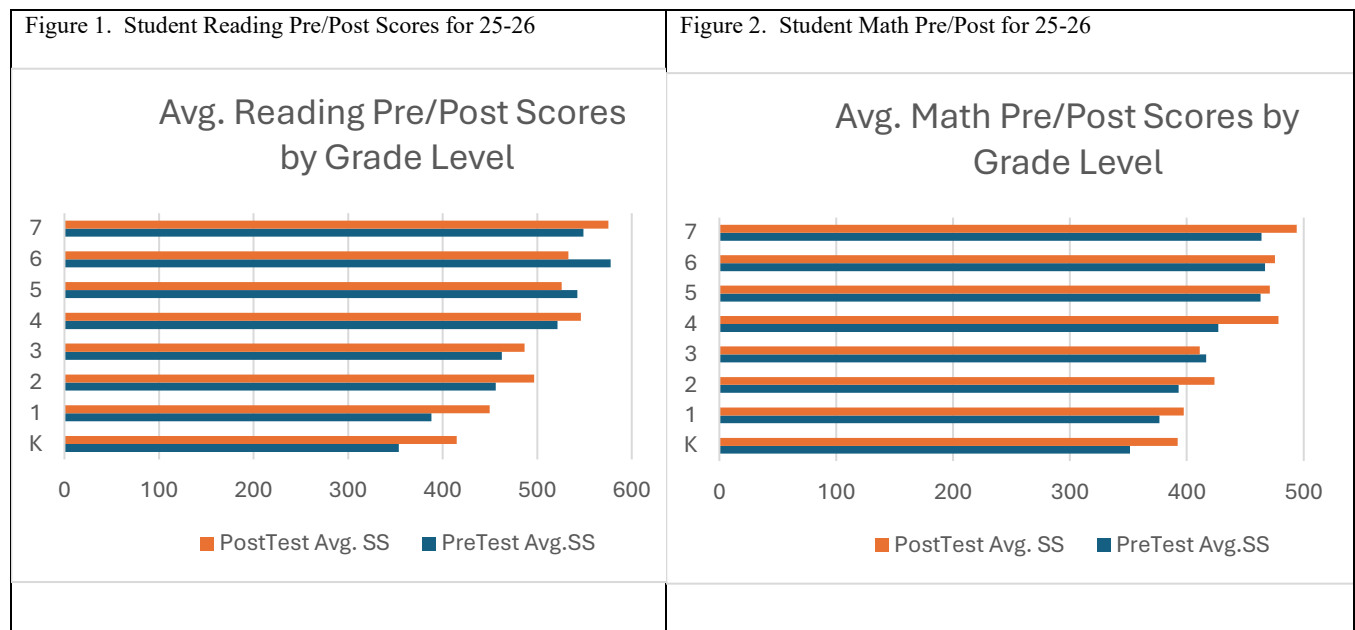
School Year Assessment Results

Assessment is a critical component of Title I instructional services which aim to provide data that supports teachers in narrowing the achievement gap. Assessment scores serve as a tool to identify skill gaps in student skills and guide instructors to develop instructional strategies tailored to the students' needs. Moreover, these outcomes confirm whether students are progressing towards grade-level expectations. FACTS is deeply committed to this process, thus strongly encourages assessing students

three times a year. The results from these student assessments are then used to monitor progress and guide instruction.

During the 2025-2026 school year, student academic progress was gauged through the i-Ready assessment. i-Ready is a standardized assessment that measures student learning through scaled scores and percentile ranks. As scaled scores are continuous and independent, they were used to analyze student data, monitor student progress, and deduce the program's impact on student achievement. i-Ready scores were provided in two content areas: reading and math.

To compute student growth, pretest scores were subtracted from posttest scores. Consequently, growth measures are only available for students with at least two assessment data points. Results indicate that students receiving Title I instruction exhibited growth in both reading and math, with Reading demonstrating the stronger overall gains. **On average, school year students gained 34 scaled score points in reading and 24 scaled score points in math.** When these gains are normed against semester expectations, they translate to an average decrease of -3.21 percentile points in reading, and an average increase of 1.56 percentile points in math. You will find the overall average pre- and post-assessment scores in Figures 1 and 2 for Notre Dame Students.



A secondary analysis explored academic gains by grade level, with results illustrated in Tables 6 and 7. **These figures reveal a similar pattern to overall growth with stronger gains in Reading than in Math with the most substantial growth concentrated in the primary grades.** Weights by enrollment, grades K-2 average +53.9 scale score points in Reading compared with +14.5 points in Grades 3-7. A similar pattern appeared in Math, where K-2 averaged +33.3 points, compared to +15.2 points in Grades 3-7. These results suggest that the instructional program was especially effective for accelerating growth for younger students, while older grades showed a more variable response, including some areas requiring additional support.

It is also important to note that while many grades posted positive scale score growth, shifts in average percentile rank were more mixed. For example, some grades improved in scale score while declining in average percentile rank, indicating that although students made growth, their growth may not have outpaced national peer performance to the same extent. This is most visible in Reading for grades K, 2, 5 and 6 and in Math for grades 1, 3, and 5. As a results, the data suggests positive academic progress overall, but also a point for continued focus on sustaining growth and improving relative performance, especially in upper-grade Reading and mid-elementary Math.

Table 6. Reading Assessment Outcomes for the School Year 2025-2026

Reading Assessment Outcomes															
Grade	N	Pre Reading					Post Reading					Reading Gains			
		Mean	SD	Avg. PR	Min	Max	Mean	SD	Avg. PR	Min	Max	Mean	SD	Min	Max
K	6	353.7	10	66	341	368	415	37	59	385	492	61.3	32	44	130
1	6	388	20	42	360	408	449.8	11	48	431	463	61.8	21	39	99
2	5	462.4	23	56	420	488	496.6	6	46	490	508	35.4	18	17	70
3	6	463.5	21	29	426	487	486.7	37	29	440	548	26.8	27	-1	76
4	4	521.3	22	44	495	555	546.3	39	46	505	592	25	30	-10	72
5	2	526	0	30	--	--	526	0	21	--	--	-2	0	--	--
6	2	577.5	9	51	569	586	533	2	18	531	535	-44.5	7	-51	-38
7	3	549	24	26	515	569	575.3	23	32	546	603	26.3	14	7	40

Table 7. Math Assessment Outcomes for the School Year 2025-2026

Math Assessment Outcomes															
Grade	N	Pre Math					Post Math					Math Gains			
		Mean	SD	Avg. PR	Min	Max	Mean	SD	Avg. PR	Min	Max	Mean	SD	Min	Max
K	6	351.5	15	63	334	375	392.2	33	69	335	431	40.7	28	-5	80
1	7	376.6	16	58	347	400	397.4	6	41	387	400	28.4	10	21	48
2	4	393	14	44	372	411	423.8	8	45	416	437	30.8	14	14	45
3	3	416.7	12	41	402	432	411	33	23	378	444	-6	11	-10	12
4	2	427	8	28	419	435	478.5	12	62	467	490	51.5	4	48	55
5	4	463	7	51	455	471	471	5	39	466	477	5.3	10	-2	19
6	2	467	6	32	461	473	475.5	4	34	472	479	8.5	10	-1	18
7	3	464	18	30	439	483	494	10	45	483	507	30	28	0	68

Supports Delivered to FACTS Title I Interventionists

FACTS is on a mission to change the trajectory of a child's life by providing instructional services to students who are struggling academically. These services are delivered directly by highly qualified interventionists. To fulfill this mission, FACTS is dedicated to developing these interventionists through continuous and ongoing professional learning opportunities and regular visits by site supervisors.

Bi-Monthly Program-wide + On-Demand Virtual Trainings

FACTS provides interventionists with two monthly training sessions: one focusing on direct-instruction topics, and the other on digital learning and assessment topics. Each of these trainings is conducted on a digital platform and lasts for 45 minutes. Furthermore, these sessions are recorded and made available for interventionists to access on-demand. The table below provides information on the training topics and which trainings our Hernando interventionist attended.

Table 8. FACTS Bi-Monthly Virtual + On-Demand Training in School Year 2025-2026

Bi-Monthly Trainings Offered to Interventionists			
Training Title	Training Length	Date Delivered	Interventionist in Attendance?
Using the Grade-Level Planning Report to Inform Instruction (i-Ready On-Demand)	50 min	8/29/2025	Y
Routines That Maximize Student Success	45 min	10/7/2025	N
Building a Culture of Blended Learning Success	45 min	10/21/2025	Y
Planning with Purpose: The Instructional Workflow	45 min	11/4/2025	N
Starting Strong: Using Initial Data to Drive Instruction	45 min	11/18/2025	N
Differentiation Through Multiple Opportunities of Exposure	45 min	12/2/2025	Y
Student-Centered Blended Learning: Strategies for Engagement	45 min	12/16/2025	N
Progress Monitoring and Mid-Cycle Adjustments	45 min	1/6/2026	N
Midyear Momentum: Turning Data into Action	45 min	1/20/2026	N
Engaging Students through Explicit Feedback Cycles	45 min	2/3/2026	N
Thinking about Thinking: Metacognitive Tools for Learners	45 min	2/17/2026	N
Digital Tools with Purpose: Enhancing Teaching and Learning	45 min	3/3/2026	N
Strengthening Student Talk in Direct Instruction	45 min	3/17/2026	N
Sustaining Growth and Preparing for Self-Efficacy	45 min	4/7/2026	N
Looking Ahead: Using Year-End Data to Shape the Future	45 min	4/21/2026	N
Orton Gillingham, K-8 (Part I)	45 min	5/27/2026	Y
Orton Gillingham, K-8 (Part II)	45 min	5/28/2026	Y

Cohort Meetings

FACTS teachers are also encouraged to participate in cohort meetings. These meetings are led by the FACTS Education Quality Manager and serve as a forum where teachers can share their achievements with colleagues. Moreover, these cohort meetings provide a safe space for instructors to discuss challenges and seek support from colleagues. Cohort meetings are led by Heather Crawford, Education Quality Manager and Ryan Cooney, Account Manager and supported by Paige Roland, Digital Learning Specialist, Dan Leibel, Direct Instruction Specialist, and Jessica Hagedorn, TITAN student information system Specialist. Each cohort meeting lasts approximately 45 minutes. Detailed information on these meetings can be found in Table 9 below.

Table 9. Miami-Dade County Cohort Meetings School Year 2025-2026

Cohort Meeting	Week of -	# of Schools in Attendance	# of Interventionists in Attendance
Fall	October 6, 2025	0	0
Winter	January 26, 2026	1	1
Spring	April 27, 2026	1	1

Fall Cohort Meeting Agenda	Winter Cohort Meeting Agenda	Spring Cohort Meeting Agenda
✓ Assessments & Data Collection ✓ Classroom Showcase ✓ Instructional Planning for Tier II Intervention ✓ Dive into our Teacher Training Website ✓ Breakout Groups	✓ Instructional Planning Workflow ✓ Mid-Year Assessments ✓ NEW Instructional Resources ✓ Compliance Reminders ✓ NEW Book Club ✓ Classroom Showcase Reminder ✓ Breakout Groups	✓ End of Year Checklist ✓ End of Year Assessments ✓ Teaching and Learning Framework Self Evaluation ✓ Progress Reports ✓ End of Year Survey ✓ Breakout Groups

Monitoring Visits

FACTS complements the delivery of rigorous instructional services with a high standard of compliance and support. FACTS ensures that all Title I programs align with FACTS' standards for high-quality services, as well as local, state, and federal laws. To uphold this standard, FACTS hired supervisors to conduct monthly on-site monitoring visits. During these visits, the supervisor observes compliance, meets with the school leadership team, checks in with interventionists, and conducts session walkthroughs.

FACTS supervisor, Paige Roland, carried out program monitoring visits. Further information about these visits can be found in Table 10 below. A sample site visit report can be viewed in Appendix C.

Table 10. Supervisor and Site Visits Per School.

Visits	Visits	Visits
September 19 Fall Data Debrief	January 22 Winter Data Debrief	April 22 7 th Grade Reading Instruction + Coaching
October 22 1 st Grade Reading Instruction + Coaching	February 24 2 nd Grade Reading Instruction + Coaching	
November 13 7 th Grade Math Instruction + Coaching	March 11 4 th Grade Math Instruction + Coaching	

Indirect Services to Students: Parent Engagement

Hernando County, 2025-2026 School Year

FACTS acknowledges that family involvement is a crucial component in providing students with a comprehensive education. Research has demonstrated that when parents and guardians actively participate in their child's education, the student is more likely to achieve positive learning outcomes, exhibit healthy learning behaviors, and value their education.

To foster parent involvement in education, FACTS has created both print and digital Annual Parent Meeting materials that introduce Title I services and inform parents about their rights. The Parent Meeting is available in two formats: in-person by the site-based interventionist or on-demand by a member of the FACTS Academic Services team. We understand that school leadership teams are best equipped to comprehend their student population's culture, so we look to them for guidance on the most effective way to deliver the parent meeting. The table below presents the Title I meetings delivered to parents and guardians during the 2025-2026 school year. Parent resources are available in Appendix D.

Table 11. Title I Parent Engagement Events, 2025-2026

Title I Parent Engagement Sessions			
Time of Year	Mode of Orientation	Date(s)	Family Members in Attendance
Title I Parent Orientation	Virtual	Ongoing	0
Fall Parent Engagement	In-Person	11/20-11/21	15
Spring Parent Engagement	In-Person	3/12/26	9

In addition to the annual parent meeting session, FACTS offered a variety of workshops for parents during the 2025-2026 school year. This included on-demand workshops through the FACTS Family Engagement Portal, and monthly live/recorded workshops via Zoom. The parent engagement flyers sent to families can be found in Appendix E.

FACTS Family Engagement Portal Workshops

These workshops were thoughtfully designed to empower families in supporting their children’s academic success.

Available anytime and from anywhere, the sessions covered key instructional topics such as:

- At-home Reading Strategies
- Using Math Manipulatives
- Managing Emotions
- Improving Homework and Study Habits

To ensure accessibility for all families, many sessions were offered in both English and Spanish. This flexible, inclusive resource was a valuable tool for strengthening the home-school connection and enhancing student achievement.

FACTS Family Engagement Live/Recorded Workshops

These monthly offerings allowed families to have real-time interaction with experienced educators monthly for 30-45 minutes on a variety of topics. All registrants could join live or use the recording to view the content afterwards to learn more about how to support learning in the home through effective strategies and best practices discussed and exemplified within the training.

Table 12. Live Family Engagement Workshops for the 25-26 SY

Training Title	Date Delivered	Grade Level
Making the Most of At Home Reading Time	9/30/25	K-8
Using Math Manipulatives at Home	10/28/2025	K-8
Social Media Awareness	12/2/2025	K-8
Social Media Awareness	1/27/2026	9-12
Financial Literacy	2/24/2026	K-8
Financial Literacy	3/24/2026	9-12
Using AI to Support Student Learning	4/21/2026	K-12

APPENDIX A

School Year i-Ready Reading Growth Scores

Student	Sessions	Grade	Pre SS	Pre PR	Post SS	Post PR	Change SS
Eva Chiera	45	K	341	51	385	37	44
Ian Scroczyński	48	K	368	82	425	78	57
Angel Valera Souto	43	K	360	74	390	41	30
Amelia Varrichio	46	K	349	61	409	60	60
Cain Whittington	39	K	362	77	492	98	130
Beau Williams	44	K	342	52	389	40	47
Roman Chlebowski	48	1	403	55	444	43	41
Henry Harberts	46	1	362	20	431	36	69
Mauricio Hernandez	42	1	408	60	456	52	48
Heidi Lankamer	42	1	388	40	463	57	75
Jaime Oliveira	46	1	407	59	446	44	39
Bella Steuve	45	1	360	18	459	54	99
Raul Arencibia Pabon	54	2	463	56	492	42	29
Angelina Caramanello	60	2	462	55	497	46	35
Lena Kwiatkowski	57	2	420	29	490	40	70
Grayson Rollins	60	2	479	67	496	45	17
Mia Scroczyński	34	2	488	73	508	55	26
Ashlyn Lopez	43	3	458	28	440	11	4
Madeleine McGeehan	49	3	426	17	470	18	44
Aubree Rivera-Bennett	18	3	487	25	516	39	29
Danielle Smith	50	3	484	43	493	27	9
Gabriel Velazquez	51	3	472	35	548	64	76
Michael Vera	50	3	454	26	453	13	-1
Anylah Martinez Dominguez	49	4	515	38	505	20	-10
Ariella Rollins	50	4	520	42	592	77	72
William Spalding	46	4	495	27	511	22	16
Victoria Treto	45	4	555	67	577	66	22
Giavanna Babino	32	5	526	30	524	22	-2
Mina Barkley	44	5	526	30	526	21	-2
Emma Klein	8	5	575	63	DNA	DNA	*
Chase Carver	37	6	569	44	531	17	-38
Abigail Weaver	43	6	586	57	535	19	-51
Alana Reina	55	7	515	12	547	18	32
Sophia Santander	53	7	569	34	576	31	7
Violet Silverman	52	7	563	31	603	48	40

APPENDIX B

School Year i-Ready Math Growth Scores

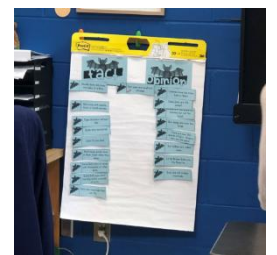
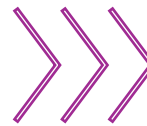
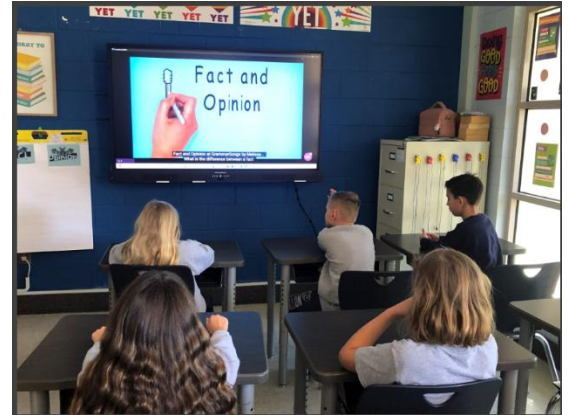
Student	Sessions	Grade	Pre SS	Pre PR	Post SS	Post PR	Change SS
Eva Chiera	45	K	375	94	408	92	33
Jax Cloutier	26	K	350	38	372	47	22
Ian Scroczyński	52	K	340	53	335	8	-5
Angel Valera Souto	50	K	343	58	423	97	80
Amelia Varrichio	51	K	334	43	384	69	50
Cain Whittington	44	K	367	89	431	99	64
Roman Chlebowski	7	1	391	79	DNA	DNA	*
Henry Harberts	55	1	380	63	405	52	25
Mauricio Hernandez	52	1	376	57	400	44	24
Heidi Lankamer	51	1	363	36	387	27	24
Macklin McGeehan	24	1	400	88	400	67	0
Jaime Oliveira	54	1	379	62	400	44	21
Bella Steuve	52	1	347	18	395	36	48
Scarlett Duke	34	2	396	45	416	34	20
Lena Kwiakowski	37	2	372	18	417	35	45
Grayson Rollins	41	2	393	40	437	64	44
Jackson Rollins	39	2	411	71	425	46	14
Ashlyn Lopez	41	3	402	23	378	3	-24
Madeleine McGeehan	27	3	416	39	406	15	-10
Jayden Toia	38	3	432	61	444	42	12
Nola Brisco	49	4	435	36	490	77	55
Anylah Martinez Dominguez	52	4	419	20	467	47	48
Giavanna Babino	21	5	455	41	452	27	-3
Victoria Harberts	42	5	468	57	466	34	-2
Emma Klein	44	5	458	44	477	46	19
Stephanie Lima Cruz	40	5	471	62	470	38	-1
Avaleene Caglione	19	6	473	38	472	31	-1
Abigail Weaver	19	6	461	26	479	37	18
Alana Reina	36	7	470	33	492	42	22
Sophia Santander	42	7	483	45	483	34	0
Violet Silverman	41	7	439	11	507	58	68

APPENDIX C

Sample Site Visit Notes

FACTS Educational Services National Program Visit Checklist

Date of Visit	2026-02-24
Supervisor Name	Paige Roland
School's Regional Account Manager (RAM)	Ryan Cooney
School Name	Notre Dame Catholic
City	Spring Hill
State	FL
Principal/Building Administrator Name	Pio Rizzo
Title I Teacher(s)	Sue Harris
Program Type (Direct Instruction Only or Blended Learning)	Blended Learning
Digital Learning Platform (if applicable)	i-Ready
Subject Area(s)	Math/Reading
Average Group Size	6
School-Wide Assessment	NWEA MAP and TerraNova
Grade Level(s) Served	Kindergarten, 1, 2, 3, 4, 5, 6, 7
Principal Conversation Timeline	



Operational Checklist

Student permission slips (one per student; aligns with current roster of Title I students receiving academic services), Student folders showing progression of skill acquisition over time (one per student with named/dated work), Student folders and permission slips are kept in a locked/secured cabinet/drawer, Classroom set-up is conducive to small group and digital learning instruction (if applicable), The classroom is academically focused (i.e., Word Walls, anchor charts, rules and procedures, etc.), TITAN is up to date with attendance and lesson plans, Title I materials are appropriately stored/labeled (if applicable)

Operational Comments/Concerns

Academic Checklist

Classroom time is spent on academically focused topics and is secular/non-ideological, Teacher differentiates instruction throughout lesson when appropriate, Teacher is enthusiastic and motivates students with positive reinforcement/growth mindset language, Teacher gives clear directions for assignments/tasks, Students express enthusiasm about being in the Title I classroom, Students are engaged throughout the lesson with minimal behavioral disruptions, Technology/online learning is used appropriately to support academic goals (if applicable), Transitions between activities are smooth and timely, Group instruction is focused on standards related to students' skills' gaps: Title I teachers are using classroom teacher requests, digital learning platform results, or school-wide assessment data to drive direct instruction

Instructional Comments/Concerns

Teacher utilized new SMARTboard for lesson on identifying fact versus opinion with second grade students. Teacher used appropriate scaffolding and think-aloud modeling for lesson structure and flow with gradual release of responsibilities to students through an I do, We do, You do structure.

Overall Comments/Concerns

Follow Up Items

Schedule March site visit for first two-weeks. Spring Break will be the week of March 16.

Is there any critical item that a member of our team needs to be made aware of immediately?

No

APPENDIX D

Title I Annual Meeting Print Materials



Title I Annual Parent Meeting



➤ FACTS Education Overview

FACTS Education Solutions is a company whose mission is to change the trajectory of a child's life. We do this by partnering with public school districts and nonpublic school leaders, teachers and students to close students' academic skills gaps. FACTS Education designs and implements K-12 programs that include small-group sessions taught by a qualified instructor who delivers lesson activities that meet the needs of students as well as increase their self-confidence.

➤ Title I Overview

Title I is a federally funded program to assist in meeting student's educational goals. Its purpose is to help students fill academic gaps, provide them with specific learning tools, and help them develop the necessary skills they need for academic success.

➤ Title I Qualifications

Students are selected for Title I services through a combination of criteria including the results of a standardized achievement test like the NWEA MAP, Renaissance STAR, Terra Nova, or other school-wide assessment, a classroom teacher or school counselor recommendation, or report card grades.

➤ FACTS Education Title I Program

Our FACTS Education Solutions teachers help students to close learning gaps in Reading, Math, and English Language Arts. At FACTS Education Solutions, we use a Blended Learning Model. The blended learning model is a balance of online learning and direct instruction focused on teaching specific skills.

➤ Parent Support at Home

Parents and family members play an integral role in assisting their child's learning. We thank you for being so actively involved in your student's education!

Some ways in which parents, guardians, siblings and other household members can help their student at home are:

- Discussing academic goals for improvement
- Setting aside time to read; your child can read to you, you can read to them, and/or they can read to a sibling
- Using Flashcards to practice math facts or phonics skills
- Asking the student to *show* their work and talk through how they got their answers
- Pointing out that math is *everywhere*! Like geometry in the shape of stop sign or the shape of a yield sign; like fractions for telling time or measuring for a recipe; adding, subtracting, multiplying and dividing when buying groceries, counting household items, budget planning, and more! Have your student look for opportunities to discuss math throughout the day at home or on the road!

Questions? Please reach out to your student's Title I teacher or your school building administrator

APPENDIX D

Title I Annual Meeting Print Materials



Vendor / Third Party Provider

3

✓ **Parent & Family Engagement**

- Should include academically focused family events to help support student learning at home

Language Arts

6

APPENDIX E

Parent Engagement Session Flyers



Parent engagement flyers were also available in Spanish. 

Family Engagement Opportunities That Fit Your Schedule

We know how important family involvement is to student success. That's why we offer two ways to engage: live webinars and on-demand trainings, so you can choose what works best for your schedule.

Through these sessions, you will:

- Learn practical ways to support learning at home
- Gain insights into topics such as reading strategies, using math manipulatives, managing emotions, and more!
- Learn effective strategies to assist your child with homework and study habits.

Flexible Learning Options

Attend a Live Webinar

Scan the QR code to see upcoming titles, dates, and times. You can register for the session(s) that fit your schedule.

- 30–45 minute sessions
- Real-time interaction with experienced educators
- Sessions in English only



Scan to register

Learn on Your Own Time

Our Family Engagement Portal gives you 24/7 access to online trainings that you can complete on your own time and at your own pace.

- Flexible, self-paced video trainings
- New courses added throughout the year
- Content available in English and Spanish



Scan to access the portal